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ABSTRACT

This paper discusses several issues considered as part of a statewide mentoring initiative. It is divided into three sections. The first section summarizes the key issues associated with short-term mentoring and mentoring in a longer-term, socially transformative context. Data from Comprehensive School Alienation Program is discussed concerning trends in the number of youth identified as at risk of becoming early leavers from Hawaii public schools. It includes information on the kinds of behavior mentoring is intended to elicit; compares different concepts of mentoring; and questions how the mentoring adult can be effective and influence the at-risk youth. The second contains 12 appendixes that include a selection of mentoring handouts, readings, and relevant data. The final section lists references to literature and additional resources on mentoring at-risk youth that can be helpful for executives of mentoring programs and for facilitators who mentor training sessions. The paper is for use by agencies that fund, lead, and participate in or evaluate the mentoring initiative to help them increase the resiliency of their mentors and mentees. (Contains 12 appendixes, 8 figures, and 67 references.) (JDM)

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Hawai'i Youth at Risk?

Conceptual Challenges in Communicating a Statewide Mentoring Initiative

by

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for

the Hawai'i Mentoring Inventory
Grant #435304
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Hawai'i Youth at Risk?

Conceptual Challenges in Communicating a Statewide Mentoring Initiative

by Vincent Kelly Pollard

Intended audience & overview. This paper raises several short-term and long-term conceptual challenges or issues. These require attention, clarification and communication as part of an effective statewide mentoring initiative. Hands-on materials are included, as well as information on a video produced by the Hawai'i Mentoring Inventory. This paper is intended to be read and discussed by agencies funding, leading, publicizing, participating in or evaluating the mentoring initiative.

The present paper consists of three parts. The first section summarizes key issues associated with a) short-term stop-gap mentoring and b) mentoring in a longer-term, socially transformative context. The second section consists of useful selections from mentoring books, articles, pamphlets, videos and websites. These are recommended for reading and group discussion. They illustrate, support and document claims and assertions made in the paper, as well as for other purposes of the readers. A final section lists references to useful literature on mentoring at-risk youth that could profitably be accessed, read and discussed by executives of mentoring programs and visioning facilitators for mentoring training sessions.

How does one refer to mentored youth? A note on vocabulary is in order at the outset. Some mentoring agencies and researchers insist on their preferences for certain words and on excluding others. The term "mentee," in particular, has attracted persistent mild criticism in print and at a recent public forum in Honolulu. To some ears, this seemingly innocent word sounds like a "breath mint" (Alter 1999:4)* or, as a Hawai'i mentoring executive asserts, "a Florida mammal," i.e., the manatee (Panelist, quoted in Hawai'i Mentoring Inventory 1999).

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* In-text (author-date) parenthetical citations and those in the "source" notes under tables and figures in this paper refer to books, articles and reports listed alphabetically by the individual or corporate author's name in the final section of this paper. Other works directly relevant to the same themes are also listed in that section. Except for the present one, there are no footnotes.

Privately, even partisans will admit that there is no universally agreed-upon word or phrase designating the young people who may benefit from mentoring. Jokes aside, this criticism of important vocabulary should also tell us that mentors and mentoring agencies care about what they are doing and how one talks about this activity. The terminological criticism may or may not be a temporary phenemenon., and it would be premature to choose sides. Instead, "student," "youth," "child," "children," "mentored youth" and "mentee" interchangeably refer below to young people at-risk of dropping out of public schools and who are in a relationship with a caring adult. Different kinds of possible and desired relationships will be defined more fully below.

Recent emphasis on mentoring at-risk youth. Since the 1970s, *corporate* mentoring has received considerable enthusiastic mass communications media attention (Van Collie 1998). That focus, however, has broadened. President Bill Clinton and other politicians now seek "photo opportunities" in appearing with mentoring organizations (e.g., Clinton 1998:1752-1755). Recent mass communications media attention to the prospect of more young people dropping out of school has been met with a resurgence of volunteerism, placing the mentoring of at-risk youth on the political map of the State of Hawai'i and of the United States as a whole. "The U.S.," *Newsweek* Senior Editor Jonathan Alter tell us, "now has 13.6 million youths under 18 who are defined as 'at risk' of getting into trouble" (Alter 1999:4). Concern over these developments, in turn, seem to have intersected or crossed paths with agendas of citizens concerned about the alleged breakdown of civil society.

How a Greek goddess became the best-known mentor. Depending on the looseness of one's definition, mentoring of one kind or another has been reported in many societies for millennia.

From the time of the Trojan War in ancient Greece, "mentor" has often meant "an experienced and trusted counsellor." In Homer's mythological *Odyessy*, the goddess Athene, patroness of the arts and industry, disguised herself as Μεντορ (pronounced "MEN-tohr") during the Trojan War in the twelfth or thirteenth century B.C. As "Mentor," she thereby became the trusted counselor and guide of Telemachus, son of Odysseus and Penelope and King of Ithaca.

From that epic account of the Trojan War among the Greek city-states came the basic meaning of mentorship noted above (Simpson and Weiner 1989:614).

But the notion of "an experienced and trusted counsellor" is only an approximation, a starting point. Today's mentoring organizations and the leadership of a statewide mentoring initiative need to refine it for their own purposes. If the number of at-risk youth (with "risk" defined in terms of the society's needs) was very small, perhaps their needs were attended to in some other fashion. Because the term *mentoring* has been used so imprecisely for so long, it is difficult to state with conviction that systematic adult-to-youth non-family mentoring of at-risk young people has been a practice in *all* societies. Until very recently, for example, that particular type of caring relationship appears to have been unnecessary--and absent--from the Pacific islands that today are the Republic of Belau (Palau), according to one well-placed observor (Salvador 1999). For present purposes, we need not resolve this puzzle, except to assert that it is probably mistaken to assume that the late-twentieth-century American experience with mentoring is universal.

Refining the definition. From the time of the ancient Greeks on down till the present, the meaning of the terms *mentor* and *mentoring* (and cognate words) have been "stretched" across such a wide variety of situations. Therefore, all aspects of this rich history are simply not directly applicable to preventive mentoring of youth at-risk of leaving school before graduation. For purposes of this paper, mentoring is defined, initially, as a voluntary, structured and preventive relationship that a 10-to-18-year-old youth has with a caring adult outside her or his family.

This definition requires further clarification. Aspects of that type of mentoring inevitably overlap with and have implications for parenting, siblinghood and other relationships in which 1) advice, 2) counsel, 3) interpretation, 4) guidance and 5) direction is offered and received. However, the present issues paper is not focused on biological family and household relationships, even though they are complementary with relationships found in voluntary mentoring.

What kinds of behavior is mentoring intended to elicit? In our provisional definition, the adjective "preventive" does not yet describe the objective of mentoring with sufficient precision.

Further refinement is needed. Students at-risk of dropping out of school are the highest priority prospective mentees. That is the starting point and assumption in this paper. Of course, other objectives and starting points for other types of mentoring are also worthy of consideration. However, constantly keeping all of them in mind results in a loss in focus. More specifically yet, mentoring involves a relationship and a set of processes wherein an adult offers help, guidance, advice and support to facilitate the learning or development of habits or behaviors conducive to a young person's remaining in school and reaching her/his full academic potential.

Comparing & reconciling different concepts of mentoring. There is a payoff in noting the different definitions of mentoring. Unless public and private social service agencies clarify precisely what type of adult-youth relationship is desired, the range of meanings associated with mentoring undermines comparability and communication. In other words, if participants in a statewide mentoring initiative don't mean precisely the same thing when planning or evaluating "mentoring," then our comparisons and other inferences will not be very convincing. Not "convincing" enough means that one will not be able to place much confidence in applying "lessons" drawn from one situation to another. Recognizing this fact may temporarily cause frustration. However, as part of a process of clarification, it is a necessary first step that will make it more likely that mentoring staff and volunteers have the same objectives in mind.

How does the mentoring adult influence the at-risk youth? Depending on one's perspective, definitions run the range from directive to simply modeling to Socratic, i.e., leading by asking questions. None of these is necessarily, i.e., always, right or wrong. Whether any one definition is appropriate depends more on an organization's goals for mentoring and on the specifics of the situation. Sometimes with the very best of intentions, an individual or agency may inadvertently define mentoring in such a way as to exclude nurturing relationships that may actually

support the objectives of your organization's mentoring program. Therefore, effective mentors may want to be aware of all styles of mentoring so as to enhance their own mentoring repertoire.

To underline the diversity of what is meant by mentoring in everyday usage, the range of core or underlying mentoring notions may initially be arrayed as in Figure 1 on the following page.

Complementary & competing notions of mentorship	How does the mentor influence the student? *directly*	*indirectly*	*directly & indirectly*
advocate	X		
instructor	X		
master	X		
disciplinarian	X		
trainer	X		
guide		X	
process consultant		X	
learning consultant		X	
model		X	
interpreter		X	
friend		X	
example		X	
teacher			X
coach			X
guru			X
tutor			X
adviser			X
counselor			X

Figure 1
A Wide Range of Adult-youth Mentoring Relationships

Which prospective school dropouts need mentoring? While many elementary and secondary public school students, arguably, benefit from mentoring, who needs it the most? If short-term resources should be concentrated where the greatest need is evident, it makes sense to focus on the minority of public school students who are at-risk of dropping out before graduation.

Hawai'i's response to potential dropouts. Public school students in danger of becoming "early leavers," i.e., in danger of leaving school before graduation, received attention long before the current wave of enthusiasm for mentoring emerged. A total of 1,582 Hawai'i young people dropped out before graduating from public high schools in the 1956/1957 school year. Two years later, some 1,697 students had dropped out (Hawai'i 1960:46). By 1965, a Comprehensive School Alienation Program (CSAP) was in place in the State of Hawai'i.

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The highest-risk school districts. In Hawai'i, how serious is the need for mentoring of public school youth today? What measures can we use? Specifically, for example, how many students are in danger of dropping out of school?

Table 1, on the following page, answers this question, indicating trends for the 1990s. Although potential dropouts are in all seven districts, examination of these data suggests that the greatest need is concentrated on Leeward O'ahu and on the Big Island of Hawai'i.

DISTRICT	(a) Youth at-risk 1990/1991	(b) Youth at-risk 1997/1998	(c) Increase in youth at-risk of dropping out 1990/1991-1997/1998 = column (b) minus (a)	(d) Relative increase (decrease) in number of students at risk 1990/1991-1997/1998 = column (c) ÷ (a)	(e) Students at-risk of dropping out (8-year average)
Honolulu	1,917	3,495	1,578	82%	2,847
Central O'ahu	1,410	2,261	851	60%	1,728
Leeward O'ahu	**1,258**	**3,323**	**2,065**	**164%**	**2,017**
Windward O'ahu	1,280	1,231	(-49)	(-4%)	1,325
Hawai'i	**822**	**2,083**	**1,261**	**153%**	**1,465**
Maui	469	1,088	619	132%	905
Kaua'i	449	334	(-115)	(-26%)	390
Statewide totals	*7,605*	*13,815*	*6,210*	*82%*	....

NOTES: (1) Percents in column (d) have been rounded up or down to the nearest whole percent.
(2) Averages in Column (e) are rounded to the nearest whole integer.
(3) Cells with data from districts with the two largest seven-year rates of increase are shaded and bolded.
(4) Absolute and relative decreases are indicated by parentheses.

SOURCES: (1) Numbers of youth at-risk reported in Columns (a) and (b) are from State of Hawai'i, Department of Education, "State Wide District," CSAP, Form 1, 1989-98 (Comprehensive School Alienation Program, 1999), unnumbered table attached to Hawai'i Department of Education, "Comprehensive School Alienation Program (CSA): 1998-99 Fact Sheet."
(2) Absolute and relative seven-year differences in Columns (c) and (d) and eight-year averages in Column (e) are computed by the author.
(3) District-level annual data for each of the intermediate years not shown here are in Appendix 1.

Table 1
Hawai'i Students Identified as at-Risk of Dropping Out of Public School, AY1990/1991-AY1997/1998

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Implications of the CSAP data. The overall picture and general trends are sobering. If one computes statewide totals from the CSAP numbers and then computes the percentage change since AY1990/1991, the number of "alienated" or "severely alienated" youth identified as "at-risk" of becoming "early leavers" from Hawai'i public schools has jumped from 7,605 during Academic Year 1990/1991 to 13,815 in AY1997/1998 (Hawai'i Department of Education 1999). As the lowest cell in Column (d) in Table 1, above, indicates, the difference represents an overall increment of a little more than four fifths--an eighty-one per cent (81%) increase and higher than the rate of increase for the over all in-school cohort.

Although the data reflect variation and although the percentage of at-risk youth may be higher in other States (Wright 1999:B-1), the broader statewide trend in Hawai'i reflects increasing numbers of youth identified as "at-risk" of leaving school early during the 1990s. In five of Hawai'i's seven districts, the numbers of at-risk youth were higher in the late 1990s than in the first year of the decade. Despite a seven-year decrease registered in Windward O'ahu and Kaua'i, that still left a combined total of 1,565 youth at-risk of dropping out in those two districts in the final year reported. Meanwhile, as Table 1 indicates, the two largest seven-year absolute and percentage increases occurred in Leeward O'ahu and on the Big Island.

For additional details on school alienation and the Department of Education's program to reduce the numbers of at-risk students, see Appendix 1 ("Hawai'i Youth At-Risk of Leaving Public School Early Increased during AY1990/1991-AY1997/1998"). If preventive intervention means replacing the "missing adult," the reported distribution of youth at-risk in Table 1, above, should help to guide priority setting and resource allocation in a statewide mentoring initative.

Characteristics of mentored students. Mentoring may also be classified according to its likely purposes and contexts. Somewhat oversimplifying, Figures 2-3, below, summarize characteristics and behaviors observed in students "at-risk" of leaving school before graduation and contrasting them to those of stylized "easier" mentees.

Characteristics of mentored students

"at-risk" youth	**"easier" mentees**
above-average absenteeism	motivated
failing 2 or more subjects	focused apprentices
emotional distress	aspiring professionals
cognitive impairment	some substance abuse
motor disabilities	
early age of sexual debut	
early pregnancy history	
extreme deprivation	
economic responsibility	
disproportionately ethnic "minorities" (on US Mainland)	
greater & earlier substance use (cigarettes, alcohol, marijuana)	
violent behavior	
distant relationship	**close connections**

How well is student linked to parents, family & school?

Figure 2
Prospective Mentees:
Characteristics of "Traditional" & "At-risk" Students

Style. What style of mentoring is most appropriate for youth at-risk of dropping out from school? Appropriate styles of mentoring can be deduced either by reinforcing the child's connectedness to a) her/his family or parent(s), b) his/her links to school or c) both. Elaborating the stylized contrast between traditional and at-risk mentored students, Figure 3, below, can facilitate long-range, strategic thinking.

Taking a step toward strategic thinking. As a cognitive or mental map, this diagram helps to prioritize issues linked to mentoring youth at-risk of dropping out of school. Contrasting correlates of at-risk youth with those of the stylized "easier mentees" should sensitize mentoring agencies and mentors to the challenges of developing relationshiops with the former.

In the perspective underlying Figure 3 on the following page, issues of mentor-mentee matching and style are subordinated to or determined by a) considerations of goals and b) a futuristic orientation for mentoring of youth at-risk of dropping out of school.

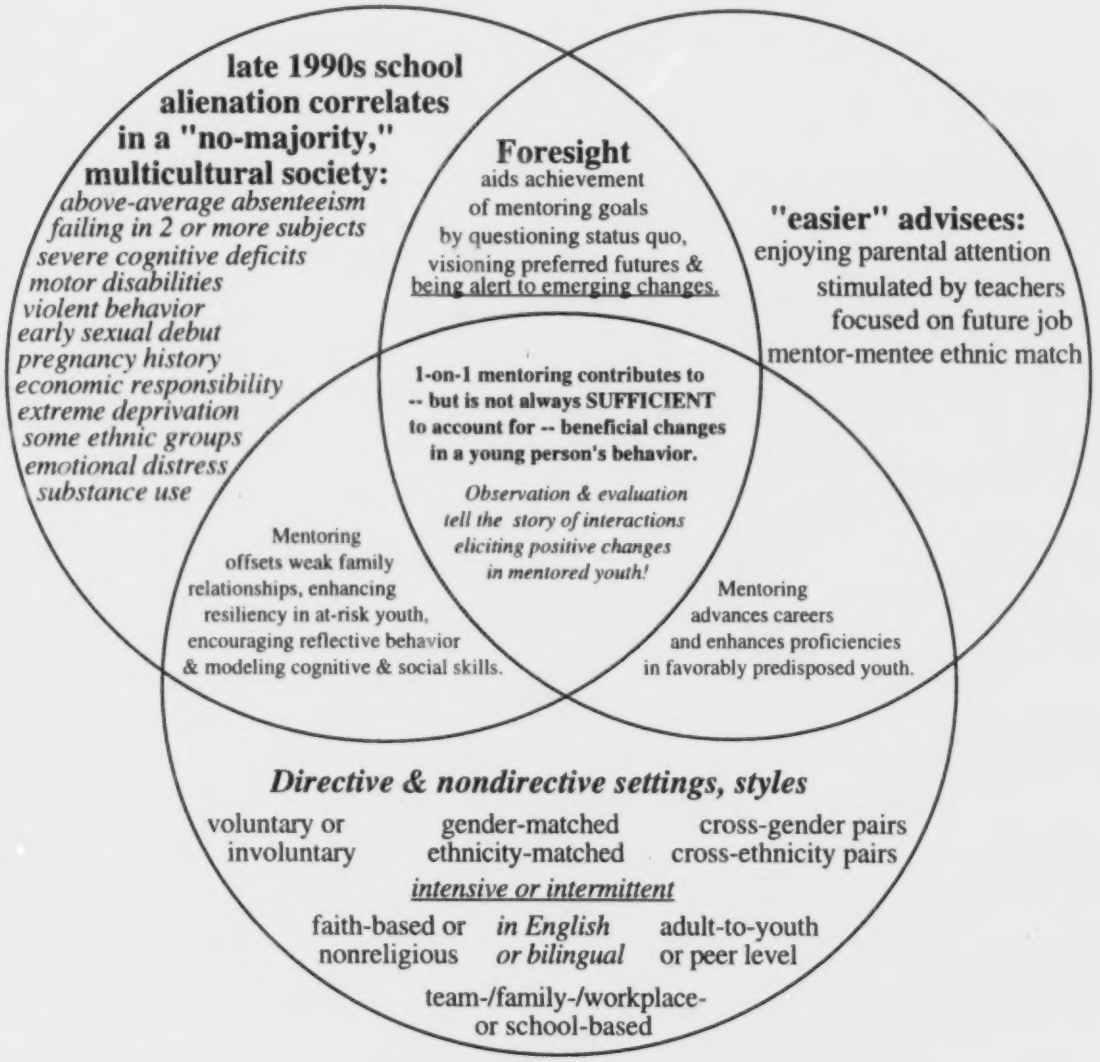
late 1990s school alienation correlates in a "no-majority," multicultural society:
above-average absenteeism
failing in 2 or more subjects
severe cognitive deficits
motor disabilities
violent behavior
early sexual debut
pregnancy history
economic responsibility
extreme deprivation
some ethnic groups
emotional distress
substance use
Foresight
aids achievement of mentoring goals by questioning status quo, visioning preferred futures & being alert to emerging changes.
"easier" advisees:
enjoying parental attention
stimulated by teachers
focused on future job
mentor-mentee ethnic match
1-on-1 mentoring contributes to -- but is not always SUFFICIENT to account for -- beneficial changes in a young person's behavior.
Observation & evaluation tell the story of interactions eliciting positive changes in mentored youth!
Mentoring offsets weak family relationships, enhancing resiliency in at-risk youth, encouraging reflective behavior & modeling cognitive & social skills.
Mentoring advances careers and enhances proficiencies in favorably predisposed youth.
Directive & nondirective settings, styles
voluntary or involuntary
gender-matched ethnicity-matched
cross-gender pairs cross-ethnicity pairs
intensive or intermittent
faith-based or nonreligious
in English or bilingual
adult-to-youth or peer level
team-/family-/workplace- or school-based

Figure 3
Mentoring Potential School Dropouts: Goals, Contexts, Characteristics & Approaches

NOTES: (1) Some correlated attributes and behaviors listed above in the lefthand circle of the Venn diagram are not completely distinct from one another; their combined impact may increase the likelihood of a student's leaving school before graduation.

(2) Students exhibiting two or more of the italicized attributes or behaviors in the lefthand circle of the Venn diagram above may be considered "at-risk." Students in whom these attributes and behaviors cluster are more likely than average to leave school before graduating.

SOURCES: Haas 1992:194, 200-201, 202-203, 213, 272-273; Beuhring, Resnick, Resnikoff and Fitzgerald 1994; Kelly 1997; Resnick, Bearman, Blum et *al.* 1997; Hawai'i Department of Education 1999; Klingle and Miller 1999; Lai, Saka, Patemen, Nakasato and Serna 1999.

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Talking to someone about risky behavior. Underlining the communication problems associated with the correlates of school alienation, a mid-1990s study prepared for the School Health Services Branch of the Hawai'i Department of Public Health reports that among surveyed youth, "the more risk behaviors in which they had engaged, the less likely they were to seek help for problems related to those risk behaviors" (Beuhring, Resnick, Resnikoff and Fitzgerald 1994:30).

Describing at-risk behavior likely to lead to "early leaving" from school is easier than showing the effectiveness of preventive interventions like mentoring. Reflecting on Figure 3 and internalizing its emphasis can focus program executives' attention on mentoring goals, cause-and-effect, and self-evaluation.

The top-center portion of the strategic diagram on the previous page suggests the following question: Do the proposed mentoring activities embody sufficient foresight? The leadership of mentoring organizations should pay attention to ongoing and emerging changes in school and society. These may change the context for mentoring within the next ten years.

Ethnic & gender matching. How important is a match of gender, ethnicity or age between mentor and mentee? What are the pro's and con's of peer mentoring? Reliability of mentor, in one view, is more important (Bautista 1999). On the other hand, the Youth Gang Project of the Center for Youth Research reports evidence suggesting that ethnic matches probably are crucially important (Mayeda 1999).

These two points of view are not necessarily incompatible. Instead, one may conceptualize the task as one of recruiting mentors whom youth will trust and, with that in mind, to exert efforts to recruiting from among underrepresented groups in Hawai'i, for example, Samoans. Figure 4 suggests a way of evaluating the matching process and the trade-off's involved.

Efficacy of mentoring outcomes	**How much is prospective mentee at-risk?**	
	more at-risk	less at-risk
greater efficacy	*with close ethnic match*	*may or may not matter*
less efficacy	*with distant match*	*may or may not matter*
	How critical is a close ethnic mentor-mentee match?	

Figure 4
Likely trade-off's in mentoring

From the mentor's perspective of the mentoring relationship, it includes one or more type of teaching, modeling or other forms of one-on-one leadership and guidance provided to at-risk female and male youth. Mentoring organizations need to assess how receptive the prospective mentee will be to a specific mentor. Closeness of match will be more important for some young people than for others. Reflecting on this issue should be useful in stimulating refinement of 1) standards, 2) guidelines, 3) practices and 4) evaluation procedures of mentoring organizations.

Participatory action research. Participant-observer perceptions have been considered an important part of this environmental scan. There are three sound reasons for thinking this way.

First, mentoring of at-risk youth and related mentoring enterprises are a fast- but unevenly developing area of activity. As a result, one should not assume that all important findings, questions and controversies have been widely disseminated. Secondly, as a check on the validity of assumptions and definitions guiding this research, the insights of active participants can be extremely helpful. And thirdly, individually identifying key mentoring administrators and allied professionals in this process can enhance the network of individuals and organizations willing to participate in the Hawai'i Mentoring Initiative to follow up on the current short-investigation.

The participatory action phase actually began prior to the 7 May 1999 start of the project and continued till the end in three overlapping phases. First, professionals in the State of Hawai'i Department of Education, as well as a variety of University of Hawai'i at Manoa units have been contacted or scheduled for telephone and face-to-face consultations. These include specialists in law, educational counseling, cognitive psychology, social services administration, library and

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information science, educational psychology, educational foundations, criminology, futures studies, and other fields.

A "delphi" or group consultation with five experts was organized for Wednesday, 30 June 1999 with "Hawai'i Youth in Crisis: The Future of Mentoring" as the designated theme. The Hawai'i Research for Futures Studies, set up by the State of Hawai'i in 1971, sponsored the event. Today this Center is a unit of the UH-Manoa's Social Science Research Institute. Cosponsoring the public meetin was America's Promise Hawai'i--The Alliance for Youth.

Appendix 2 ("Participatory Action Questions Asked of Five Directors of Hawai'i Mentoring Programs") reproduces a list of seven thematic questions distributed to prospective speakers invited to share their expertise with us and others in the mentoring community. Using the questions as guidance, speakers were asked to limit themselves to an eight- or nine-minute presentation. The first two questions allowed the speakers to introduce themselves and their organizations' involvement in mentoring. Members of the Advisory Committee and coordinators of the Hawai'i Mentoring Initiative are encouraged to borrow and view, perhaps as a group, a copy of the 105-minute videotaped proceedings from the Hawai'i Mentoring Inventory.

As a reflection of the breadth of traditional and nontraditional mentoring experience, invited panelists administer mentoring programs initiated by the Association of Women Bodyboarders, the Girl Scout Council of Hawai'i, Kua'ana Student Services (University of Hawai'i at Manoa), the Church of Latter-Day Saints of Jesus Christ, and Big Brothers/Big Sisters of Honolulu. The combined perspective was significantly broaded by the inclusion of at least two presenters whose mentoring programs are not dependent on or interested in government and foundations for financial support.

Because that was the first time the panel had assembled as a group, additional time might be scheduled in the future for a panel focused more deliberately on two questions in light of the reaction to the presentations at the Futures Discussion Group on 30 June 1999, Questions #3 and 7 deserve particular emphasis in all planning of mentoring activities:

3. "What works in mentoring? How do you know it works?

7. "What local, national or international forces will require changes in mentoring programs like yours?.....[I]f you and your organization were to start over from scratch or if you were advising an agency just beginning to envision a mentoring program, what would be your two most important pieces of advice?"

Figure 5

Effectiveness of mentoring & futures of mentoring

To insure a mix of interested and experienced persons at the panel presentations, invitations were also sent out to past participants at Futures Discussion Group events. Media advisories and public service announcements were e-mailed, faxed and snail mailed to a combined total of some forty contacts in O'ahu-based print and electronic mass communications media. In the print media, the *Honolulu Weekly*, *Ku Lama* and probably other newspapers and newsletters publicized the colloquium. Websites of *Ka Leo O Hawai'i* and the College of Social Sciences, University of Hawai'i at Manoa, posted notices of the meeting. Announcements were also posted to the primarily-O'ahu-based subscribership of HRCFS-L (the UH-Manoa's futures studies e-mail discussion list), and EWCPA-L, the East-West Center Participants Association. Publicity reached a large multiple of the number of those attending the colloquium. Arguably, this effort has alerted interested people in local communities and the mass communications sector to the linked Hawai'i Mentoring Initiative.

Statewide mentoring inventory. What are the pitfalls facing a statewide mentoring initiative? Responding to mentoring "fervor without infrastructure," Marc Freedman writes, "The mismatch between mentoring's rhetoric and its modest results is not surprising, given the developmental stage of the field." "The disparity between rhetoric and reality is further to be expected," he continues provocatively, "given the history of the mentoring concept in our culture. Mentoring inspires hyperbole, as the euphoria that attended the corporate wave confirms" (Freedman 1993: 92).

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Although some may consider his reference to "euphoria" as provocative, Freedman is actually supportive of mentoring. Rather, his comments may be taken as a useful caution to distinguish between "easy" mentoring (cf. Figure 3, above) and the more difficult task of providing the "missing adult" for students at-risk of dropping out of the public schools. Freedman is providing a wake-up call. The wave of corporate-sponsored mentoring of the 1970s and 1980s was targeted at young professionals and others well-predisposed to benefit from the counsel of their institutional elders. At the dawn of the twenty-first century, prospective school dropouts at the dawn are a very different cohort of people from their counterparts two or three decades ago.

As an antidote to misplaced expectations, Freedman suggests a practical approach summarized in Figure 6, below:

Less fervor, more infrastructure	*The art of mentoring*
modulating fervor	Listening to youth
bolstering infrastracture	Being "youth-driven"
mentoring isn't for all youth	Building a relationship
screening mentors out, not screening in	Respecting Boundaries
considering race, class and love	Being sensitive to differences
preparing youth	Focusing on youth
scheduling enough time together	Providing support and challenge
setting up tasks as scaffolding	Acknowledging reciprocity
supporting mentors	Being realistic
staffing carefully	

SOURCE: Freedman 1993: 94-103.

Figure 6:

Elements of Good Practice

Freedman cautiously advises "screening mentors out, not screening [them] in." Screening prospective mentors with police to exclude pedophiles is hardly objectionable. And mentors who need to have mentees dependent on them probably should be screened out, as well.

A less drastic formulation. However, as a refinement of Freedman's recommendation, let me suggest a sixfold expansion of his proposed formulation to embrace the following phases of activity: 1) public education about mentoring, 2) recruiting mentors, 3) screening mentors, 4) training mentors, 5) supporting mentors and 6) retaining mentors.

In particular, some recommend making special efforts to recruit mentors from among ethnic groups whose young people are disproportionately represented in the pool of potential dropouts or whose school experiences have, say, in the case of Samoan high school students, have left them less predisposed to respond well to mentors from other ethnic groups (Mayeda 1999; cf. Chesney-Lind, Mayeda, Paramore, Okamoto and Marker 1999:72, 74).

Evaluating outcomes. "Mentoring works" (Newsweek staff 1999:4). So, too, does parenting, modern medicine, four-walls classroom teaching and distance education. However, depending on how one specifies the desirable outcomes in children's behavior, not all parents, physicians and teachers are successful. So, does mentoring work? As surprising as it may seem, the evidence on mentoring's effectiveness is not all on one side (e.g., Royse 1998). To gain the kind of certainty about mentoring outcomes that some people want will require studies on a scale that have not yet been undertaken (cf. Durant 1995:31).

We need not resolve all the controversies. However, political leaders, health administration professionals and mentoring executives need not throw up their hands in despair. Broad general claims about mentoring are less useful than careful evaluation of specific mentoring programs. However, it is essential that evaluation be done as 1) thoroughly, 2) continuously and 3) honestly as possible. Figure 7, below, gives an overview of nine recommended steps for any evaluation.

1. **DEFINE** the purpose of the evaluation --->	2. **DESCRIBE** the young people to be mentored --->	3. **INDICATE** what information the evaluators will collect
4. **INDICATE** how information will be collected ---->	5. **DESIGN & TEST** instruments appropriate for collecting information --->	6. **COLLECT** raw information
7. **PROCESS** the raw information -->	8. **ANALYZE** the processed information --->	9. **DESCRIBE** the results

SOURCE: Adapted by the author from Thompson and McClintock 1998: Figure 4.

Figure 7:
Flow of Activities Involved in Any Evaluation

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In some ways, mentoring is similar to any project consisting of "related work tasks" that will be "performed within a definable time period" in order "to meet a specific set of objectives" (Deavaux 1999:3). Rather than reinvent the wheel, directors of mentoring programs will do well to consult materials developed for the California Mentoring Initiative. Selections are excerpted below in Appendixes 8 ("Quality Assurance Standards & Effective Practices Handbook") and 10 ("Barriers and Opportunities for Reporting and Evaluatin of a Mentoring Initiative-A Concept Paper"), below. Meanwhile, Figure 8 quickly summarizes common cognitive and affective sources of inferential error encountered in evaluations.

Intentions, Goals, Objectives & Processes:
Common Sources of Error in Evaluating Outcomes

1. Failure to operationalize the "independent and dependent variables." If one doesn't sufficiently specify the likely cause or causes and the expected results, how can one cogently claim that "Mentoring caused X"? (e.g., that Mentor #1 caused Student #7 to stay in school)

1a. Failure to distinguish clearly between 1) the intentions of the mentor or mentoring agency, 2) the mentoring processes, 3) the activating or "triggering" contexts for mentoring and 4) the results observed in the mentored youth's behavior before, during and after mentoring.

1b. Failure to distinguish between what is necessary for efficacious mentoring and what, in addition to that, is sufficient to cause a desired outcome. (Failure to investigate mentoring processes. Failure to acknowledge that what is necessary is not always sufficient.)

2. Failure to distinguish between results reported in single anecdotes and those summarized in studies of large numbers of mentored youth.

3. Failure to acknowledge the possible impact of "groupthink" in resisting negative evaluations. Insensitivity to the emotional investment of mentors who, naturally, believe that their efforts "must" be achieving good (the so-called "mentoring mystique") and firmly resisting any sugestion or evidence that, in some situations, mentoring may simply be ineffective or that, in others, mentoring was merely harmless, that is, having little or no effect on outcomes.

4. Insufficient openness to possible validity problems in client evaluations of mentoring. The reported experiences of mentored youth are important. However, those reports need to be considered together with reports from parents, teachers, mentors and staff from the mentoring program. If the results of different types of mentoring are being compared, be able to point out the similarities observable in these otherwise different types.

5. Failure to indicate the proper degree of confidence to be attributed to one's inferences. A willingness to tolerate a degree of ambiguity, to make provisional claims, is essential!

6. Quantitative evidence is not necessarily any more relevant or convincing than qualitative evidence: What makes evidence convincing depends on the purpose of the evaluation.

SOURCE: Author's summary of Kaplan 1963:239-240; Geddes 1990:131-133, 148-149; Ragin 1991:1; Haas 1991:1-57; Collier 1993:105; Ragin 1994:105; King, Keohane and Verba 1994:29-31, 52-53, 114, 119-121; Van Evera 1997:7-88.

Figure 8:
Typical Cognitive & Affective Sources of Inferential Error in ad hoc Evaluations

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Why invest time in evaluation? Whether a mentoring organization depends heavily on outside funding or not, it will want make the best use of its staff and their volunteers' time. Rigorous evaluations will help to make that intermediate goal attainable.

An open letter by the Juvenile Justice Coalition downplays the importance of disentangling multivariate causality (In Coalition on Human Needs 1999).

Anecdotal evidence strongly suggests that even short but highly organized and impressively presented mentoring experiences can make a crucial difference in the lives of some high school girls. "Motivated by their own personal interest in sharing their knowledge and skills, mentors gain a sense of pride in seeing that a girl is interested in her career and through their example, knowledge, experience and encouragement, mentors can make a huge impression even during [a] short exposure. Just illustrating the fact that post-secondary education is a necessity to ascending the career ladder can steer a student towards college or trade school. (Rhoda James, consultant, The Girl Scout Council of Hawai'i, prepared statement, "Hawai'i Youth at Risk? Futures of Mentoring" panel, Futures Discussion Group, 30 June 1999).

This panel's participants were envisioned as being diverse. Like the consultations, it can influence the final shape of the issues paper. Since media advisories were sent to print and electronic contacts (radio, television and daily, weekly, fortnightly and monthly newspapers), the Hawai'i Mentoring Inventory should achieve a degree of notoriety. That, in turn, should facilitate the focused networking you need in the future Hawai'i Mentoring Initiative.

Distinguish between findings reporting how a) mentors and b) mentees benefit from mentoring.

The point of evaluation is not to show that organizations are "good" or "bad." Rather, the purpose will be to suggest which forms of evaluation provide relatively honest and useful comments early enough to be use in a) maintaining or b) reforming an organization's mentoring practices.

Careful, measured consideration of "hot" and controversial issues associated with mentoring can sometimes lead to improvement of practices in ongoing organizations. Does mentoring need more financial support? Or should resources be redirected in more effective ways?

How large (or small) a role should telementoring be given in the coming years? How are the best prospective mentors recruited? Retained? Is mentor burn-out likely to be a serious problem? If an at-risk mentored youth drops out of school, does that necessarily mean that mentoring failed?

Consultants. If consultants are involved, they should not be directly involved in the development or runing of the program being evaluated. Consultants should not give in to pressure from senior staff or program staff to produce particular findings. Consultants should communicate well, have experience in the type of evaluation needed, deliver reports on time, and explain the evaluation process so that future evaluations can be done in-house. Consultants should respect all levels of personnel and should explain material clearly and patiently.

Futures of Mentoring. It is most unlikely, this report assumes, that Hawai'i's polity, society and economy will look exactly the same tin the year 2010 as it is today. Observing and copying "best practices" from other organizations may well leave mentoring programs ill-equipped to respond to future challenges. Most importantly, rather than try to predict the future, mentoring organizations need to focus on how they wish to shape the future for and with mentored youth.

Set up by the State Legislature in 1971, the Hawai'i Research Center for Futures Studies can give consultant referrals to interested agencies.[1]

Future-oriented mentoring. Should mentoring organizations simply encourage mentees to adapt to existing school systems? "What are the ethics of an entire educational system whose content is mostly irrelevant to the 21st century?" (Christopher Jones, Associate Professor of Political Science, Eastern Oregon State University, **HRCFS-L@hawaii.edu** ([UH-Manoa futures studies e-mail discussion list]), 5 July 1999. Tom Brandt. Planning and Economic

[1] For referrals, contact Professor James A. Dator, Director, Hawai'i Research Center for Futures Studies, SSB 720, Social Science Research Institute, University of Hawai'i at Manoa, 2224 Maile Way, Honolulu, HI 96822-2223; e-mail: dator@hawaii.edu; fax: 808 956-2889.

Development Specialist, has developed three scenarios which he has labeled as the "Bearish," "Bullish" and "Big Picture" scenarios (Brandt 1999). These suggest a way of helping mentoring organizations facilitate discussions of how they wish their mentoring efforts to affect the direction of broader social change in the coming decade.

If one wishes to go beyond stop-gap mentoring, then attacking the conditions that active at-risk status for young people is in order. And young people themselves need to be involved in that effort. What is called for is "modest mentoring" in a socially transformative context. On the one hand, a certain mount of ambiguity and provisionality is unavoidable. On the other hand, mentoring groups will want to address larger social issues linked to the predicaments in which many of their mentees find themselves.

Speed-bumps in the road ahead for mentoring? What are the likely major issues on which local mentoring organizations might, under adverse circumstances, find themselves subject to lawsuits in the coming years?

The purpose of this presentation has been to elicit useful comments, questions, discussion and constructive debate within Hawai'i mentoring organizations concerned with increasing the resiliency of their mentors and mentees in the coming years. In th at spirit, eleven appendixes have been prepared. These are to be found in the following pages. They are documents that staff and administrators of mentoring agencies may read, reflect on, and discuss with profit.

APPENDIXES

Readings in this section might be used for study and discussion by staff of mentoring organizations, as well as by participants in mentoring visioning teams planning the statewide mentoring initiative.

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APPENDIX 1:

Hawai'i Youth At-Risk of Leaving Public School Early
Increased during AY1990/1991-AY1997/1998

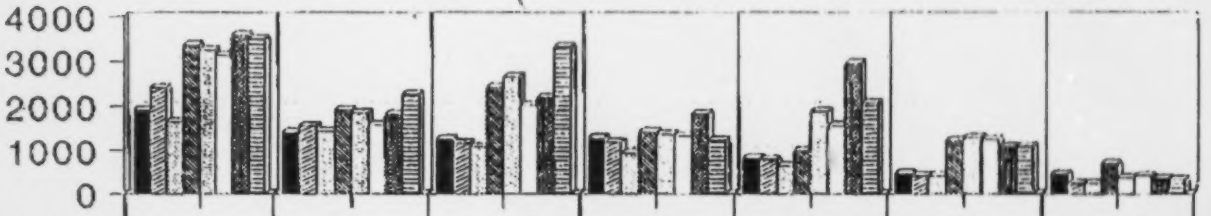
["1998-99 Fact Sheet--Comprehensive School Alienation Program (CSAP)," Report provided by Russell Yamauchi, OASIS-Student Support Services Group, Department of Education, State of Hawai'i.]

STATE WIDE DISTRICT

CSAP FORM 1

1989-98

NO. OF STUDENTS (IDENTIFIED AT RISK)



District →	HONO	CENT	LEE	WIND	HAWAII	MAUI	KAUAI	Add State Totals
90-91	1917	1410	1258	1280	822	469	449	
91-92	2407	1562	1171	1183	788	421	246	
92-93	1652	1427	1075	942	642	421	245	
93-94	3353	1914	2423	1422	987	1217	692	
94-95	3252	1849	2656	1369	1883	1301	369	
95-96	3123	1585	2028	1334	1568	1248	427	
96-97	3576	1815	2193	1838	2949	1078	357	
97-98	3495	2261	3323	1231	2083	1088	334	

Add. Totals:

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1998-99 FACT SHEET

Program Title: **COMPREHENSIVE SCHOOL ALIENATION PROGRAM (CSAP)**

Date Started: 1965

EDN

Current Funding Level:

Source(s)

DESCRIPTION

The Comprehensive School Alienation Program (CSAP) includes Special Motivation Classes (SMC) and Alternative Learning Centers (ALC). SMC are in-school options for the alienated students. The off-campus option for severely alienated students is the ALC. The ALCs generally provide a setting away from a school's main campus for those students whose overly disruptive behavior is detrimental to themselves and to the school in general. The instructional program in both settings is highly individualized and activity-oriented, with emphasis on social and personal values as well as the acquisition of academic skills. Work study is provided for eligible students to be placed at community or school-based work stations to learn basic skills related to the world of work. The counseling component provides alienated students with intensive counseling services to help students to understand themselves better, solve personal problems and improve academic achievement.

NUMBER OF SCHOOLS INVOLVED:

There are 57 Special Motivational Classes and 33 Alternative Learning Centers in the seven districts. Several schools share an ALC site. For example, Central District secondary schools use the Storefront School as their ALC site and several Hilo area intermediate schools send their ALC students to Hukilike. Attachment A provides a listing of schools and types of programs.

NUMBER OF STUDENTS SERVED:

A total of 12,906 students were identified by schools as eligible for CSAP services during the 1996-1997 school year.

NUMBER OF TEACHERS INVOLVED:

CSAP *positions* for school year 1997-98 were distributed to the districts in the following categories: 104.5 alienation teachers, 49 alienation counselors, 18 educational assistants and 2 clerks. CSAP *funds* (A1 and B) were distributed directly to the districts based on the number of students identified on CSAP Form 1 for the 1996-1997 school year.

II. THE PROGRAM

A. PROGRAM FLEXIBILITY

Positions are allocated based on needs identified through the CSAP Form 1 and CSAP Form A-1. These positions are used for Special Motivation Classes (SMC) and Alternative Learning Centers (ALC). In addition, schools use the CSAP positions for addressing the needs of educationally at-risk students through other approaches and programs. Schools are responsible for evaluating and improving efforts to provide appropriate services to educationally at-risk students and to consider different approaches.

Positions are also used to specifically address the needs of identified CSAP eligible students. Individual schools are given the responsibility and flexibility to decide how best to use these positions to meet the needs of the targeted students. **Schools are responsible for ensuring compliance in the use of these resources for only CSAP eligible students.** For example, in-school suspension programs are not reflective of the intent of CSAP and positions should not be used for this **particular program.**

B. DEFINITIONS

1. Alternative Education

Alternative education is an educational arrangement which meets the objectives and requirements of the regular school program but differs from the regular program in environment, staffing, structure and/or instructional strategies.

2. Alienation

Alienation is a withdrawing or separation of a person from the values of one's family and society.

3. Alienated Student

The alienated student is one who is having difficulty with successful performance in school. The student's feelings of alienation are often displayed in negative ways such as defiance of authority, poor school attendance, disruptive behaviors and substance abuse. The primary indices used to identify alienated students are:

- 10 or more unexcused absences
- academic failure in two or more subjects

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- academic failure in two or more subjects
- three or more disciplinary referrals.
- One or more grades behind
- failed HSTEC
- adjudicated
- pregnant/parenting teen

The alienated student must qualify in 2 or more criteria on the CSAP FORM 1.

4. **Severely Alienated Students**
   The severely alienated student manifests all of the characteristics of the alienated student and, in addition, exhibits extremely disruptive behavior that is detrimental to self, peers and school. This student generally requires an educational setting away from the regular school campus.

   The indices used to identify the severely alienated student are: long-term non-attendance from school; frequent fighting, or other disruptive anti-social behavior which results in disciplinary transfers, suspensions, or dismissal. **The severely alienated student must qualify in 4 or more criteria on the CSAP FORM 1.**

5. **Dropout**

   A dropout is a school-aged student who leaves school for reasons other than graduation or completion of a program of studies, excluding death, transferred to another school, or officially withdrew from the Department of Education under Hawaii Revised Statues, Section 298-9 via Form OIS 4140.

6. **Potential Dropout**

   A potential dropout is a student who, although still in school, manifests social, emotional and/or educational maladjustment. A potential dropout may be experiencing one or more of the following:

   a. Poor attendance;

   b. Recurring referrals for behavioral problems;

   c. Retention in one or more grades; and

   d. Poor overall academic performance.

7. **Mainstreaming**

Mainstreaming is the integration of alienated students from their segregated status in alternative programs into the regular classroom. Transfer from an ALC to SMC is not considered mainstreaming. However, a student who is transferred from the segregated status of an SMP or ALC into all regular classrooms is considered mainstreamed. Students who are returned to the regular education program en masse at the end of the school year are not considered mainstreamed and should not be included in mainstreamed data.

Exit criteria should reflect improvement over inclusions in the eligibility criteria and should address academic improvement (decrease in course failures, passing (HSTEC), improvement in school attendance, and decrease in disciplinary/behavioral offenses (more acceptable social behaviors).

Each student should be reviewed based on an exit criteria before mainstreaming to ensure success in the regular education program.

C. RELATIONSHIPS

CSAP is an integral part of the Department of Education's Comprehensive Student Support System (CSSS). It is designed to meet the educational and related needs of all alienated students. The following relationships are drawn to ensure compliance with applicable policies, to adhere to priority State and Departmental directions, and to improve coordination of related services and activities to the identified alienated students.

1. Hawaii State Plan and State Education Plan

CSAP relates to relevant policies and priority directions of the Hawaii State Plan and concerns of the Governor's Advisory Committee, as identified in the State Education Plan. These are:

a. Promote programs and activities that facilitate the acquisition of Basic skills, such as reading, writing, computing, listening, speaking, and reasoning. (Policy: Sec. 226-21 (b) (7), p. 8; the Hawaii State Plan) {State Education Plan, p. III-5}

b. Support educational programs and activities that enhance personal development, physical fitness, recreation, and cultural pursuits of all groups. (Policy: Sec. 226-21 (b)(1). p.8 the Hawaii State Plan) {State Education Plan, p. III-24}

c. Provide appropriate educational opportunities for groups with special needs. (Policy: Sec. 226-21 (b)(3). p.8; the Hawaii

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State Plan) {State Education Plan, p. III-27}

d. Serve the needs of at-risk/alienated students by: (a) providing counseling, tutoring, work-study, special motivation classes and alternative learning centers; (b) developing and implementing a model for mainstreaming. (State Education Plan, p. III-29)

2. **Foundation Program**

CSAP emphasizes the attainment of the following:

a. **Foundation Program Curriculum**

The eleven Foundation Academic Program Objectives serve as the basis for curriculum and instruction in the Department of Education, including its program for alienated students. They are:

1. Develop basic skills for learning and effective communication with others.
2. Develop a positive concept of self.
3. Develop decision-making and problem-solving skills.
4. Develop a love of learning.
5. Develop physical and emotional health.
6. Develop an awareness of work and career options as part of personal growth and development.
7. Develop responsibility to self as well as to others.
8. Develop creative potential and aesthetic sensitivity.
9. Develop leadership and cooperative skills.
10. Develop global awareness, knowledge, and understanding.
11. Develop a concern for preserving and restoring our environment.

b. **Counseling and Guidance Services**

The purpose of the guidance and counseling component of CSAP

is to help the individual student achieve academic, personal/social success to plan for his or her future career. This is achieved through:

(1) Counseling services which provide for individual differences In interests, needs and problems among students who required personalized technical assistance.

(2) Group guidance activities which provide information and understanding of growth patterns and accompanying problems.

c. **Student Performance Expectations of the Foundation Program**

Student Performance Expectations specify important Competencies expected of students as they progress towards attainment of the eleven Foundation Academic Program Objectives. In addition, the student Performance Expectations provide a basis for assessing learner needs and prescribing appropriate instruction in an alternative setting.

d. **Essential Competencies**

The Department provides instruction to assist students to achieve basic standards of proficiency. The sixteen competencies essential for students to become productive and members of society are:

- Read and use printed materials from daily life.
- Complete commonly used form.
- Demonstrate writing skills commonly used in daily life.
- Use computational skills in situations common to everyday life.
- Read and use scales on standard measuring devices.
- Interpret common visual symbols.
- Communicate orally in situations common to everyday life.
- Reach reasoned solutions to commonly encountered problems.

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- Distinguish fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles, and public speeches.

- Use resources for independent thinking.

- Identify the positive effects of good eating and sleeping habits, good personal hygiene, and the avoidance of tobacco, alcohol, and prohibited drugs.

- Identify factors to be considered in work and career decisions.

- Demonstrate knowledge of the basic structure and functions of national, state and local governments.
- Demonstrate knowledge of the citizen's opportunities to participate in political processes.

- Demonstrate knowledge of important citizen rights and responsibilities.

- Demonstrate knowledge of the diversity and interdependence of the world's peoples and societies.

3. CSAP Student Goal and Objectives

I. Goals

a. Returns to the mainstream classes.

b. Develops a more positive attitude toward school, peers, teachers, and administrators.

c. Develops a realistic self-concept.

d. Succeeds academically.

e. Succeeds socially in the class.

f. Succeeds at the workstation.

II. Objectives

A. Attitudinal Objectives

1. Improves interpersonal relationship skills

2. Develops a realistic self-concept.

3. Solve problems in social relationship.

4. Identifies the consequences of actions.

B. Attendance Objectives

1. Reduces the intensity of any attendance problems

2. Reduces cutting of classes and tardiness.

C. Academic Objectives

1. Demonstrates satisfactory progress in the areas of reading

2. Demonstrates satisfactory progress in the areas of math.

3. Meets Department Of Education's minimum graduation requirements.

4. Demonstrates improvement in the communication skills.

D. Group Skills Objectives

1. Evaluates self and others

2. Completes group projects successfully.

3. Listens and responds in group discussions

4. Solves problems in the group.

E. Behavioral Objectives

1. Reduces the intensity of at least two (2) behavioral problems.

F. Workstudy Objectives

1. Participates successfully in the workstudy program.

2. To attend work regularly and promptly.

3. Demonstrates ability to manage money.

D. BELIEFS, GOALS, AND OBJECTIVES

1. CSSS BELIEFS

a. An effective educational system is grounded in the core belief that every student will learn and succeed to the best of his or her potential.

b. A basic purpose of the professionals in the educational system is to nurture, guide and support students.

c. Schools must establish support systems that focus on relationships between adults and students as well as an organizational mechanism that links students and their families with a comprehensive array of informal and formal supports.

d. An effective school-based service delivery system is comprehensive, coordinated, integrated, and customized, and should focus on developing competent students.

2. CSAP BELIEFS

- We can expect from students no less than the example we personally set for them.
- All students can learn, but in different ways and at different times.
- Each person will be treated with respect and dignity.
- There is a direct relationship between self-concept and behavior, and between self-concept and achievement.
- The education of the at-risk student is vital to our society.

3. CSSS GOALS

Goal One: Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so they can achieve in school.

Goal Two: Involve families, fellow students, educators, and Community members as integral partners in the creation of a supportive, respectful learning environment at each school.

Goal Three: Integrate the human and financial resources of relevant public and private agencies to create caring communities at each of our schools.

4. CSAP ENVIRONMENTAL GOALS

   a. **CLEARLY COMMUNICATE EXPECTATIONS** so that students will behave in positive ways.

   b. **BE PREDICTABLE AND CONSISTENT** so that students will learn the consequences of not following agreed upon rules and procedures.

   c. **PROVIDE APPROPRIATE REINFORCEMENTS AND SUPPORT** so that positive social behaviors result in approval and reward.

   d. **BE EMOTIONALLY SAFE** so that students will be able to communicate openly and honestly without fear of ridicule.

   e. **PROVIDE OPPORTUNITIES FOR POSITIVE SOCIAL BEHAVIOR** so that students can be productively involved in the social order.

   f. **BE WARM AND CARING** so that we can learn to exhibit consideration and caring towards others.

   g. **PROVIDE RECIPROCAL INTERACTION** so that we can learn mutual respect.

5. CSAP ACADEMIC AND SOCIAL GOALS

The program goals are:

1. To provide for the academic and social development of the alienated youth by:

   a. Assisting the student to develop more positive attitudes toward school through success-oriented activities;

b. Assisting the student to develop a more realistic self-concept through counseling;

c. Assisting the student to realize successful school experiences, advance towards graduation, and be provided with career counseling;

d. Encouraging the dropout to return to school and to provide for his/her academic and social needs; and

e. Providing alternatives for the dropout who chooses not to re-enter school at this time.

2. To seek viable approaches to reduce school alienation.

E. CSAP OBJECTIVES (STATE EFFECTIVENESS MEASURES)

The objective of the Comprehensive School Alienation Program is the improvement in student's behavior resulting from services. The program (state) measures of effectiveness are:

1. At least 75% of the program students will not drop out of school by the end of the school year.

2. At least 75% of the program seniors (12th graders) will graduate by the end of the school year.

3. At least 10% of the program students recommended for mainstreaming or mainstreamed by the end of the school year.

4. At least 50% of the program students will pass all of their required CSAP courses.

5. At least 70% of the program students will maintain a program attendance rate of 70% or more.

6. At least 70% of the program students will show improvement in a ***pre-post assessment***

Projects and schools as well as state/district program managers are encouraged to review and use student performance findings as a means to upgrade and/or maintain a challenging level of student and project expectations.

APPENDIX 2:

Participatory Action Questions for Five Directors of Mentoring Programs
in the "Hawai'i Youth at Risk? Futures of Mentoring" Colloquium, 30 June 1999

The memo on the following page was circulated as guidance and direction to prospective participants on the "Hawai'i Youth at Risk? Futures of Mentoring" public panel and community discussion, including to the five who accepted our invitation. This event was organized and coordinated by the Hawai'i Mentoring Inventory on 30 June 1999.

Suggestions regarding content and style of questions by Robin Brandt, Val Johnston and Lloyd Asato were helpful.

"Hawai'i Youth in Crisis: Futures of Mentoring"
Questions to guide colloquium speakers on 30 June 1999

Speakers are asked to limit themselves to an eight- or nine-minute presentation. Speakers are requested to focus on the **bolded** question or questions in each group below. The other questions suggest just one way of developing answers to the main questions. If your presentation doesn't cover everything, we can consider the matter during the discussion and question-and-answer period.

1. "Mentoring" can be defined in a variety of ways. Definitions vary because they serve many different useful purposes. For example, if our purpose is to help prevent at-risk youth from dropping out of school, mentoring may be defined as "a voluntary, structured and preventive relationship that a young person has with a caring adult." With that in mind, **what is the name of your organization? And what is its purpose? How does your organization define mentoring? Why did your organization get involved in mentoring? What is your position in the organization?** How is mentoring similar to--and different from--parenting, sibling-sibling relations or ad hoc advising? What are one or two big misconceptions about mentoring? If "at-risk" local youth (aged 10-19) are the clients, what should the objectives of mentoring be?

2. **How does mentoring benefit the community and business--and the youths--involved?**

3. **What works in mentoring? How do you know it works?** Please illustrate your claims with one or more examples. In what kinds of situations may age, ethnic, gender, disability, English proficiency and other mentor-mentee similarities--or differences--make the achievement of mentoring goals easier--or more difficult? What are the benefits of "easy or light" mentoring? Does good mentoring need to be intensive or involved? What are the trade-offs? The disadvantages? (but under what circumstances?) If the target mentees of your mentoring project are not at-risk youth, in what specific ways might your organization's experience be made relevant to groups concerned with youth at risk of dropping out of school?

4. What doesn't work? Why?

5. Does your organization train mentors? How? Briefly? Extensively? But how? **How do your mentors evaluate the training?** What are the sources of mentor satisfaction? Does your organization experience mentor burn-out?

6. **How does your organization evaluate mentoring?** With what kinds of input and from whom? (mentees? mentors? trainers? others? all of the above?) How do you know mentoring actually has an effect?

7. What local, national or international forces will require changes in mentoring programs like yours? What would you like to see your organization's mentoring program doing five to ten years from now? **If you had to hand over the control of your project to another person right now and that person had to run your mentoring program till 2010, what two pieces of advice would you give them (to assist in completing their task of creating good mentoring/mentee situations?** Or if you and your organization were to start over from scratch or if you were advising an agency just beginning to envision a mentoring program, what would be your two most important pieces of advice?

APPENDIX 3:

Question to the futures studies e-mail discussion list
About Emerging Trends Likely to Affect Mentoring Negatively
[Rrequest made to *HRCFS-L@hawaii.edu* on 20 June 1999]

If you care to participate in a socially beneficial Delphi, please read, consider and answer part or all of the following question:

By the year 2010, what 1) continuing trends, 2) emerging trends, 3) cyclical events or 4) nasty surprises on a micro (Hawai'i), national or global level might make adult mentoring of Hawai'i youth in at risk of dropping out of the public schools a) less attractive, b) less widespread or c) less possible?

You may answer the question right away. Or you can read the following paragraphs to gain insight into the purpose of the question.

For present purposes, "mentoring" is, initially, operationalized (defined) as a 1) voluntary, 2) structured and 3) preventive relationship that a youth ten to eighteen years old has with a caring adult.

In the previous sentence, the adverb "initially" implies that the definition can be amplified. And it can. Although this kind of relationship inevitably overlaps with and has implications for parenting, siblinghood and other relationships in which advice is offered and received, I'm primarily concerned with relationships outside the biological family and household.

More specifically, the purpose of this kind of mentoring can be framed both negatively and positively: Negatively, this kind of mentoring should *deter* young people from dropping out of school: positively, mentoring is a type of *leadership, guidance or teaching that inculcates, models or enhances behaviors* associated with staying in school and successfully completing one's academic course. Finally, even if you think public school should be abolished and that your definition of mentoring is superior to the one above, I would like to hear about that, as well.

Of course, there is *no* politically correct, unassailable definition of mentoring. (Different agendas are probably the most common etiology of arguments over the correct definition of mentoring. And that, in turn, helps us understand the heat with which some notions of mentoring are dismissively put down.) For other purposes, there are other useful types of mentoring. Anyway, you needn't restrict your comments to my definition since I am also looking at other types of mentoring to see what, analogically, they suggest for the kind of mentoring on which I am primarily focused.

(For example, there is an interesting, lively and useful controversy over the opportunities and limitations associated with peer mentoring. At the moment, however, I am only interested in peer mentoring insofar as it teaches us something about how to improve the training of adult mentors and the evaluation of adult-to-youth mentoring.).....

So, again, what should you do? If you feel your insights on futures of mentoring are of interest to a broad audience, please post them to the futures list. Otherwise, **pollard@hawaii.edu** is my personal e-mail address.

APPENDIX 4:

Community and Media Outreach
for the "Hawai'i Youth at Risk? Futures of Mentoring"
Panel Discussion and Open Meeting

This appendix includes a leaflet, public service announcement and media advisory that were transmitted by snail mail, fax and e-mail to targeted local audiences on O'ahu and elsewhere in the State of Hawai'i.

The purpose of this outreach effort was to attract participation of members from the interested mentoring community in the panel presentation and open discussion sponsored by the Hawai'i Research Center for Futures Studies (Social Science Research Institute, University of Hawai'i at Manoa) and cosponsored by America's Promise Hawai'i--The Alliance for Youth on 30 June 1999.

University of Hawaii at Manoa

Social Science Research Institute
2424 Maile Way • Porteus Hall 704 • Honolulu, Hawaii 96822
Telephone: (808) 956-8930 • Facsimile: (808) 956-2884

Media Advisory

For immediate release

To: News Editors
Health & Education Editors

For more information, contact:
Vincent K. Pollard
E-mail: pollard@hawaii.edu
Phone & voice mail: 808 956-4240

Drop-out Prevention Targeted by Hawai'i Mentoring Inventory

The Hawai'i Mentoring Inventory is organizing a "Hawai'i Youth at Risk? Futures of Mentoring" panel on June 30. Starting at 2:30 p.m., this event will bring together five directors of mentoring programs. Short presentations and facilitated discussion will take place in the Conference Room of the Social Science Research Institute, Room 704F, University of Hawai'i at Manoa, 2224 Maile Way, Honolulu.

Speakers at the panel discussion will be as follows: Rhoda James, Special Events and Alumnae Coordinator, Girl Scout Council of Hawai'i; Jenn Marr, President, Association of Women Bodyboarders; Ku'umeaaloha Gomes, Director, Kua'ana Student Services, University of Hawai'i-Manoa; Mike Casey, Program Director, Big Brothers/Big Sisters of Honolulu, Inc.; and Don Hallstrom, Area Authority, The Church of Jesus Christ of Latter-Day Saints. Facilitators will be Mr. Lloyd Asato, Project Coordinator, America's Promise Hawai'i--The Alliance for Youth, and Dr. Neva C. Owens, Director, Alcohol & Drug Education, University of Hawai'i at Manoa.

As evidence of need, the number of potential school dropouts has shot up by 81% in less than a decade. During 1991-1998, youth "at risk" of dropping out of Hawai'i public schools increased from 7,605 to 13,81.

Aside from networking benefits for participants, insights generated by panelists will contribute to a forthcoming issues paper on mentoring. Cosponsoring the panel are the Hawai'i Research Center for Futures Studies (Social Science Research Institute of the University of Hawai'i) and America's Promise Hawai'i--The Alliance for Youth. The Hawai'i Mentoring Inventory is funded by the Alcohol and Drug Abuse Division of the Department of Health.

University of Hawaii at Manoa

Social Science Research Institute
2424 Maile Way • Porteus Hall 704 • Honolulu, Hawaii 96822
Telephone: (808) 956-8930 • Facsimile: (808) 956-2884

Media Advisory/public service announcement

14 June 1999
For immediate release

To: Calendar Editors
News Editors
Education Editors

For more information, contact:
Vincent Kelly Pollard
Fax: **808 956-2884, -2889, -6877**
E-mail: **pollard@hawaii.edu**
Voicebox (futures studies): **808 956-4240**

"Hawai'i Youth at Risk? Futures of Mentoring"

(panel & community discussion with 5 mentoring program executives)

Wednesday, 30 June 1999

2:30 p.m. - 4:30 p.m.

Social Sciences Building 704F

University of Hawai'i at Manoa

2224 Maile Way, Honolulu

SPONSORS: Hawai'i Research Center for Futures Studies
& Big Brothers/Big Sisters of Honolulu, Inc.

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FUTURES DISCUSSION GROUP

Hawai'i Research Center for Futures Studies & America's Promise Hawai'i--The Alliance for Youth

Hawai'i Youth at Risk?

Futures of Mentoring

Panel & open discussion with mentoring administrators:

- **Rhoda James**, Consultant, Girl Scout Council of Hawai'i
- **Je n Marr**, President, Association of Women Bodyboarders
- **Ku'umeaaloha Gomes**, Director, Kua'ana Student Services, UH-Manoa
- **Mike Casey**, Program Director, Big Brothers/Big Sisters of Honolulu, Inc.
- **Don Hallstrom**, Area Authority, The Church of Jesus Christ of Latter-Day Saints

Facilitators:

Lloyd Asato, Project Coordinator, America's Promise Hawai'i--The Alliance for Youth
Neva C. Owens, Director, Alcohol & Drug Education, University of Hawai'i at Manoa

Is mentoring necessary? During 1991-98, youth "at risk" of dropping out of Hawai'i public schools increased from 7,605 to 13,815.

What's being done? What should be done? School, community, church, corporate & military groups are intervening with mentoring programs to help some of these young people reach their potential. What kind of mentoring works? How should mentors be trained? How should one organize future mentoring of young people?

What can you do? Network with other mentors & Hawai'i Mentoring Inventory staff at this community meeting.

Wednesday, 30 June 1999
2:30 p.m. - 4:15 p.m.
SSRI Conference Room
Social Sciences Building 704F
University of Hawai'i at Manoa
2424 Maile Way, Honolulu

Location: The Social Sciences Building is mauka & (barely) Diamond Head of the College of Business Administration. *Access:* The SSRI Conference Room is accessible to persons using wheelchairs. UH-Manoa students with disabilities requiring other accommodation should contact Kokua (V/T: **956-7511**). For other details of this community panel discussion, call Vincent Pollard at **956-4240**. For information on the Hawai'i Mentoring Inventory (funded by the Department of Health), contact Val Johnston at **956-4784** or **956-8537**. *History:* The State Legislature set up the Hawai'i Research Center for Futures Studies in 1971. The Center is a unit in the Social Science Research Institute. To learn more about futures studies, visit **http://www.soc.hawaii.edu/future/** or contact Spike Bradford at **mbradfor@hawaii.edu**.

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University of Hawaii at Manoa

Social Science Research Institute
2424 Maile Way • Porteus Hall 704 • Honolulu, Hawaii 96822
Telephone: (808) 956-8930 • Facsimile: (808) 956-2884

Media Advisory

For immediate release

To: News Editors
Health & Education Editors

For more information, contact:

Val M. Johnston
Phone & voice mail: 808 956-4784, 956-8537
or
Vincent K. Pollard
Phone & voice mail: 808 956-4240

Drop-out Prevention Targeted by Hawai'i Mentoring Inventory

Directors of local mentoring programs will begin receiving a "best practices" survey this weekend. "The purpose of this survey," according to Hawai'i Mentoring Inventory Director Val Johnston, "is to facilitate communication among local mentoring programs by collecting and sharing information on mentoring practices, evaluation methods and common problems. Everyone, especially at-risk young people, will benefit if we can learn what works for your organization."

As evidence of need, the number of potential school dropouts has gone up by 81% in less than a decade. During 1991-1998, youth "at risk" of dropping out of Hawai'i public schools increased from 7,605 to 13,815, according to the Department of Education.

"Privacy is protected," Johnston continued. To preserve confidentiality, results will be reported in summary form. Also, starting Friday evening, the survey may be downloaded from the Web at http://www2.hawaii.edu/~mentor. If a mentoring program has not received a survey in the mail by June 23, Johnston asks, it should download a copy or call him at 956-4784.

For June 30, Johnston announced, the Hawai'i Mentoring Inventory is organizing a "Hawai'i Youth at Risk? Futures of Mentoring" panel. Starting at 2:30 p m., this event will bring together five directors of mentoring programs. Short presentations and facilitated discussion will take place in the Conference Room of the Social Science Research Institute, Room 704F, University of Hawai'i at Manoa, 2224 Maile Way, Honolulu.

Speakers at the panel discussion are as follows: Rhoda James, Special Events and Alumnae Coordinator, Girl Scout Council of Hawai'i; Jenn Marr, President, Association of Women Bodyboarders; Ku'umeaaloha Gomes, Director, Kua'ana Student Services, University of Hawai'i-Manoa; Mike Casey, Program Director, Big Brothers/Big Sisters of Honolulu, Inc.; and Don Hallstrom, Area Authority, The Church of Jesus Christ of Latter-Day Saints. Facilitators will be Mr. Lloyd Asato, Project Coordinator, America's Promise Hawai'i--The Alliance for Youth, and Dr. Neva C. Owens, Director, Alcohol & Drug Education, University of Hawai'i at Manoa.

Aside from networking benefits for participants, insights generated by panelists will contribute to a forthcoming issues paper on mentoring. Cosponsoring the panel are the Hawai'i Research Center for Futures Studies (Social Science Research Institute of the University of Hawai'i) and America's Promise Hawai'i--The Alliance for Youth. The Hawai'i Mentoring Inventory is funded by the Alcohol and Drug Abuse Division of the Department of Health.

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APPENDIX 5:

Teaming for Tomorrow:
A Career Exploration Conference for Hawaii's High School Girls

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CALLING ALL HIGH SCHOOL GIRLS!

Share a day on the job with a career woman

and discover what her work day really is like...

TEAMING FOR TOMORROW

A Career Exploration Conference for Hawaii's High School Girls

TEAMING FOR TOMORROW is presented by The Girl Scout Council of Hawaii

January 20-21, 2000
Hilton Hawaiian Village

Apply now through your school guidance office, call the ***Teaming for Tomorrow*** hotline at **(808) 595-8400 x212** or check out the web: **<www.girlscouts-hawaii.org>**. The registration fee of $75 covers: meals, conference workshop, a banquet and a night at the Hilton Hawaiian Village with other girls interested in exploring non-traditional careers. A limited number of scholarships are available. Explore one of the exciting fields listed below, or ANOTHER OF YOUR CHOOSING. You can be anything you want to be!

Advertising/Sales: general sales, health care sales, magazine/newspaper/radio/ TV advertising sales, real estate sales.
Animals: animal trainer, veterinarian, zookeeper.
Arts: architect, commercial artist, book editor, fashion designer, filmmaker, graphic designer, interior designer, jewelry designer, musician, photographer, writer.
Aviation: air traffic controller, airline management, flying instructor, pilot, ramp, reservations.
Business: accountant, business management/ownership, marketing executive, non-profit organization executive director, public relation executive.
Construction: carpentry, construction worker, contractor, equipment operator, mason, plumber.
Education: college professor, counselor, dean, school administrator, teacher.
Emergency Services: EMT, firefighter, paramedic.
Engineering: Civil, electrical, marine, mechanical, structural engineer.
Finance: banker, insurance broker, stockbroker.
Government: councilmember, executive branch official, judiciary, legislator, state/county department administrator.
Hospitality Industry: chef, hospitality services, hotel management, restaurateur.
Law/Law Enforcement: attorney, customs inspector, FBI agent, forensics, judge, park ranger, police officer/administrator, sheriff.
Media: newspaper/magazine editor, news anchor, photojournalist, radio / TV, reporter.
Medical: dentist, hospital administrator, medical technician, nurse, pharmacist, physical therapist, physician (specify area of interest), sports medicine.
Military: military officer, coast guard officer.
Sciences: archaeologist, astronomer, biologist, chemist, geologist, marine biologist.
Sports: athletic director, athletic trainer/coach, sports instructor.
Technicians: computer programmer/technician, electrician, mechanic.

TEAMING FOR TOMORROW

A CAREER EXPLORATION CONFERENCE FOR HAWAII'S HIGH SCHOOL GIRLS
THURSDAY & FRIDAY, JANUARY 20 - 21, 2000
Hilton Hawaiian Village

WHO: Registration for this program is limited to 125 high school girls who are interested in exploring non-traditional careers.

WHAT: ***Teaming for Tomorrow*** is a career exploration conference which gives high school girls throughout the state an opportunity to spend time with successful career women. The three key components are:

1. An all-day workshop that will help girls learn to communicate, overcome fears, and set, meet and exceed personal goals.

2. A banquet where the girls have an opportunity to meet other girls and career women in a social setting.

3. A day "on the job" with successful women in the careers in which the girls are interested.

WHEN: Thursday and Friday, January 20th and 21st. The conference begins at 8:00 a.m. on Thursday and ends at 4:00 p.m. on Friday.

WHERE: Hilton Hawaiian Village, Waikiki

HOW: Apply now through the Girl Scout Council of Hawaii office. Fill out the student application and submit the registration fee of $75, or a non-refundable deposit of $5 to reserve a space. For scholarship assistance or for assistance for travel from the neighbor islands, complete the scholarship portion of the application. Application deadline is November 1, 1999.

HOTLINE/ WEBSITE: If you have any questions or need an application, please call our ***Teaming for Tomorrow*** hotline number at **(808) 595-8400 ext.212** or checkout the web at: **<www.girlscouts-hawaii.org >.**

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TEAMING FOR TOMORROW

A Career Exploration Conference for Hawaii's High School Girls

STUDENT APPLICATION FORM

1. Please type or print clearly with a black pen.
2. Fill out the application form completely and write the essay.
3. If you need a partial scholarship, complete the section under Scholarship on the reverse side.
4. Send completed application form, essay and the minimum $5.00 non-refundable processing fee or the full registration fee of $75.00 to: Girl Scout Council of Hawaii, *Teaming for Tomorrow*, 420 Wyllie Street, Honolulu, HI 96817.
5. Application deadline is November 1, 1999. Due to limited space, early registration is recommended.

_____ _____ _____

Name of Applicant (last, first, middle initial) **Date of Birth** **Current Age**

_____ _____ _____

Mailing Address (number, street, city, zip) **Home Phone** **E-mail**

_____ _____ _____

Name of High School **Island** **Grade**

What do you see as your next step after high school?
4-Year College___ Community College___ Trade School___ Get a Job ___ ???____
Are you currently a Girl Scout? Yes___ No___ Are you a teen parent? Yes___ No___
Please list three careers that interest you the most. We will try to match you as closely as possible with your first choice. If this is not possible, a mentor may be found for your second or third choice.

1._____ 2._____ 3._____

***In order to be considered, please describe (in 50 words or less) why you are interested in working in a non-traditional career and what you hope to learn by participating in *Teaming for Tomorrow*.**

In order to monitor and promote the participation rate of girls from various ethnic and cultural backgrounds, we request the following information. You are not required to respond. This information will be used for monitoring purposes and will not influence the selection process.
Black ___ Caucasian ___ Chinese ___ Filipino ___ Hawaiian ___ Japanese ___ Hispanic ___
Multi-racial ___ Other _____ *(please specify)*

PAYMENT

Method of Payment: ____ Check (payable to: Girl Scout Council of Hawaii) ____ Credit Card

I authorize the charge of $_____ to my ___ VISA ___ Mastercard

_____ _____
Card number Expiration Date

Signature of Card Holder_____ Name on Card _____

SCHOLARSHIP **(Complete this section only if you are applying for scholarship.)**

Girl lives with: Both parents_____ Mother_____ Father_____ Guardian_____
Number of dependent children in family (under 18)_____ Ages_____
Other dependents living with family _____ Number of working adults in family ____
Gross annual family income (including wages and all other forms of financial assistance):

__ Under $14,999 __ $15,000 to $19,999 __ $20,000 to $24,999
__ $25,000 to $29,999 __ $30,000 to $39,99 __ $40,000 to $49,999
__ $50,000 and over

Please submit any other relevant information to be considered in granting assistance. Attach a separate sheet if necessary.

Registration Fee	$75.00
Airfare (neighbor island participants only)	_____
Less additional amount family can pay	---
Total scholarship amount requested	_____

SELECTION PROCEDURES

A selection committee will review your application. You will receive a letter by December 1, 1998 notifying you of your acceptance or denial. If accepted, you will also receive more information about the conference, scholarship availability and payments due.

If accepted I will:

1. Be available for the entire conference from 8:00 a.m., Thursday, January 20, 2000 to 5:00 p.m., Friday, January 21, 2000.
2. Attend the full conference with enthusiasm and an open mind.

_____ _____
Signature of Student Applicant Date

_____ _____
Name of High School Counselor or Girl Scout Leader Date

PARENT OR GUARDIAN PERMISSION

I have read my daughter's (ward's) application. To the best of my knowledge,_____ has a clear understanding of the event she has applied for, and if selected, she has my permission to participate.

_____ _____
Signature of Parent or Guardian Date

_____ _____ _____ _____
Home phone Work phone Fax E-mail

Please submit completed application form and $75.00 application fee (or $5.00 non-refundable deposit) to: Girl Scout Council of Hawaii, 420 Wyllie Street, Honolulu, HI 96817.

APPENDIX 6:

Community School-Based Mentoring Partnership

[America's Promise Hawai'i, "Community School-Based Mentoring Partnership," pamphlet (Honolulu: N.d.). This copyrighted material reproduced courtesy of America's Promise Hawai'i; this leaflet should not be further reproduced without express written permission from America's Promise Hawai'i.]

America's Promise Hawai'i

EVERYONE HAS A ROLE TO PLAY!

COMMUNITY SCHOOL-BASED MENTORING PARTNERSHIP

The Hawaiian culture, the host culture, is used to compliment and enhance this program and help students make connections to their communities. The overall focus of this program is to reinforce the basic values of "Aloha Spirit", of respect and responsibility (for schoolwork, and behavior in and out of classroom), foster a sense of community connection and to raise academic performance. Through this mentoring partnership between the schools and the community, participants gain self respect as well as respect for others and their environment. They also become more motivated to learn, all of which results in students who are academically, socially and culturally better prepared to move into the next grade level, out into the work force and the community.

Na Hulu Mamo Ohana Way
Merrie Aipoalani, 668-1300

Ku I Ka Mana
Helene Mattos, 259-0358

Tu Tangata Hawai'i
Dave Del Rosario, 234-6009

It has been shown that adults from within a school's surrounding community working side by side with students in the classroom have a positive affect on student academic performance, their social and cultural development and their classroom decorum. The presence of adults from the community in the classroom on a daily basis increases classroom learning and contributes to a more orderly and respectful learning environment.

Three school projects, Na Hulu Mamo Ohana Way (Nanakuli Intermediate and High School), Ku I Ka Mana (Waimanalo Elementary and Intermediate School), and Tu Tangata Hawai'i (Samuel Wilder King Intermediate School) are working to help improve the education of Hawai'i and its children through a community school-based mentoring program. The program is a collaboration between the communities and the schools that incorporates adult mentors into the classrooms to enhance student's academic, social and cultural skills as they assist the students in their learning and development. The mentors help create a safe and positive learning environment in the classroom and this results in:

- **Increased learning in the classroom as verified by the teachers.**
- **Increased school attendance to 95% to comply with federal standards.**
- **Reduced student office referrals by 20% over two years.**
- **Increased academic achievement, specifically a 20% reduction in core subject failures.**
- **Promotion of a drug-free and alcohol- free environment within the schools.**

All three schools provide the following core services:

- **Community adults in the classroom on a daily basis to act as mentors not as Educational Assistants.**
- **A Puuhonua or Safe Haven system on campus for students and school community use.**
- **Tutorial help for students.**
- **Early contact between mentors and home which will include home visits.**
- **Assistance to connect students to needed services such as counseling, health and guidance.**
- **Planning for resources on special topics such as health, career opportunities, teen pregnancy, drugs and grooming.**
- **Formalized Memorandums of Understanding between the program and the schools/ districts and other service providers.**

America's Promise Hawai'i Supports the Community School-Based Mentoring Partnership

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America's Promise Hawai`i

Getting things done!

Our goal is to strengthen communities through the nurturing and development of community collaborations that organize and focus the community's efforts to provide their youth with the Five Fundamental Resources.

All five Fundamental Resources serve as a catalyst, changing how Hawai`i approaches the issue of helping youth. In order to succeed, access to one of these resources in isolation is not enough. In order to grow, young people need access to all five America's Promise Hawai`i Fundamental Resources.

- An ongoing relationship with a caring adult–parent, mentor, tutor, or coach;
- Access to safe places and structured activities during non-school hours to learn and grow;
- A healthy start;
- A marketable skill through effective education; and
- An opportunity to give back through community service.

EVERYONE HAS A ROLE TO PLAY!

America's Promise Hawai`i
680 Iwilei Road, Suite 430
Honolulu, HI 96817

Phone: (808) 383-4592
Fax: (808) 381-0347
Email: aph@ptd.com

America's Promise Hawai`i Steering Committee

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Office of the Governor

Chuck Freedman
Hawaiian Electric Company

Barbara Kuljis
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Scott Shiral
Hawaiian Electric Industries

Lynn Watanabe
Community Volunteer

Tai Wyban
Student Volunteer

Lloyd Asato
Project Coordinator

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APPENDIX 7:

Mentor Application, Mentor Evaluation Form,
and Protege's Evaluation Form

[Gary Reglin, *Mentoring Students at Risk: An Underutilized Alternative Education Strategy for K-12 Teachers* (Springfield, Illinois: Charles C. Thomas Publisher, Ltd., 1998), pp. 86-90. © 1998. This copyrighted set of questionnaires is reprinted with permission from the publisher. urther reproduction should not be made of this appendix without specific permission of that publisher.]

MENTOR APPLICATION

Name _____

Check one:
❑ Graduate student ❑ Faculty/staff
❑ Community member who is not a university

Business address (if employed) _____
_____

Phone number _____ Best time to call _____
Home address _____
_____

Educational background _____

List previous work or experience with adolescents 6 to 15 years of age (community basketball, church, tutoring, etc.). _____
_____
_____

Would you prefer to be paired with a male student or a female student? Circle one.

Male Female

List three references who have known you for at least one year. Relatives are not acceptable. (By supplying this information you are granting us permission to contact the references listed).

References' name, address, and phone number

_____
_____
_____

When, during the week, can you attend a two-orientation session? (List two days and two time blocks). Training is held at the university Parent-Student Center.

_____
_____

INTEREST INVENTORY

1. If you could plan a perfect day in your own town, what would you plan to do?

2. What kind of music do you like?

3. If you could learn to do one thing perfectly - with no effort - what would you choose to learn?

4. What is your favorite TV show?

5. What do you enjoy doing for fun?

6. What is the thing you like best about yourself?

7. Describe what you like to do on the weekends?

8. If you could meet anybody in the world, who would you meet and why?

9. If you could visit any place in the world, where would you go and what would you do there?

10. Do you speak a foreign language? If yes, which one?

11. What are your favorite sports?

12. Are you artistic at all? Please explain.

SELECTED EVALUATION FORMS

Public School District Consent Form for Mutual Exchange of Information

Student's Name _____

DOB _____ School _____

SSN# _____ Date _____

I hereby authorize the mutual exchange of records regarding the above named student between the public school system and the following agencies that are listed below. I also understand that all information will be confidential and will be used only for the purpose of aiding my child. To facilitate ongoing processes, this authorization shall be in effect from the date signed below through exiting the public school system.

The following information and records may be released:

- Psychological Tests
- Social/Development History
- Individual Educational Plans
- School Records
- Other information and records that are significant to my child

Agencies Authorized to Exchange information

- Public School District
- University

I hereby certify that I am the parent or legal guardian of the child named above, or that I am a student of majority age and have authority to sign this release.

Signature _____ Date _____

Address _____

City/State/Zip Code _____

-30c-

MENTORS' EVALUATION OF MENTORING PROGRAM

Using the following scale, rate the items:
0-None, 1-Poor, 2-Okay, 3-Satisfactory, 4-Good, 5-Outstanding.

_____ My student showed improvement in study habits.
_____ My student showed increased interest in good grades.
_____ My student improved in his/her grades.
_____ My student had good school attendance.
_____ My student has a better attitude about school.
_____ My student became involved in some school activities.
_____ My student showed an improved attitude about himself and about his/her capabilities.
_____ My student does not give up as easily as he once did.
_____ My student learned how to set goals and reach them.

Write short answers.

1. What is the major problem you observed with this program?

2. What are your suggestions for improving the program next year?

3. What advantages of the program would make it worth continuing?

4. Are there any personal benefits that you have gained?

PROTÉGÉS' EVALUATION OF MENTORING PROGRAM

Use rating numbers according to the scale:
0-None, 1-Poor, 2-Okay, 3-Satisfactory, 4-Good, 5-Outstanding.

_____ I improved in my study habits.
_____ I improved my grades overall.
_____ I have more interest in, and take more responsibility for, making good grades.
_____ My school attendance improved.
_____ My attitude toward school and education improved.
_____ I have a better attitude about myself.
_____ I feel capable of controlling my grades and school success.
_____ I learned something about making friends.
_____ I choose to get involved in extracurricular activities.
_____ I do not give up as easily as I once did.
_____ I learned to set goals and to plan to reach them.

Write short answers.

1. List one (or more) problems of the mentoring program.

2. Give at least one suggestion for improvement of the program.

3. What major advantage of the program makes it worth continuing?

-30e-

APPENDIX 8:

Quality Assurance Standards & Effective Practices Handbook

[Dan Kelly, *Establishing a State Mentor Initiative*, Prepared under contract from the California Department of Alcohol and Drug Programs (Folsom, California: EMT Group, Inc., 1997), Sections 6-7.]

QUALITY ASSURANCE STANDARDS

Source: Adapted from the California Mentor Initiative and National Mentoring Working Group, convened by United Way of America and One to One the National Mentoring Partnership, 1991

DEFINITION OF MENTORING

MENTORING DEFINED AS:

For the purposes of the State Mentoring Initiative, mentoring is defined as a relationship over a prolonged period of time between two or more people where older, wiser, more experienced individuals provide constant, as needed support, guidance, and concrete help to the younger at-risk persons as they go through life. An "at-risk" youth is a minor whose environment increases their chance of becoming a teen parent, school dropout, gang member, or user of alcohol and drugs.

MENTORING ELEMENTS OF EFFECTIVE PRACTICE:

For purposes of the State Mentoring Initiative the following have been identified as Quality Assurance Standards.

A RESPONSIBLE MENTORING PROGRAM REQUIRES:

- A well-defined mission and established operating policy.
- Regular, consistent contact between the mentor and the participant.
- Consent by the family or guardian of the mentee.
- Additional community support services.
- An established organization for oversight.
- Adherence to general principles of volunteerism.
- Paid or volunteer staff with appropriate skills.
- Written job descriptions for all staff and volunteer positions.
- Adherence to EEO requirements.
- Inclusiveness of racial, economic, and gender representation as appropriate to the program.
- Adequate financial and in-kind resources.
- Written administrative and program procedures.
- Written eligibility requirements for program participants.
- Program evaluation and ongoing assessment.
- A long-range plan that has community input.
- Risk management and confidentiality policies.

- Use of generally accepted accounting practices.
- A prudent and reasonable rationale for staffing requirements that are based on:
  - — Organization's statement of purpose and goals
  - — Needs of mentors and mentees
  - — Community resources
  - — Staff and other volunteers' skill level

FOR PURPOSES OF THE STATE MENTOR INITIATIVE, QUALITY MENTORING PROGRAMS NEED TO HAVE THE FOLLOWING:

1. A STATEMENT OF PURPOSE AND A LONG RANGE PLAN THAT INCLUDES:
   - Who, what, where, when, why and how activities will be performed.
   - Input from originators, staff, funders, potential volunteers, and participants.
   - Assessment of community need.
   - Realistic, attainable, and easy-to-understand operational plan.
   - Goals, objectives, and timelines for all aspects of the plan.
   - Funding and resources development plan.

2. A RECRUITMENT PLAN FOR BOTH MENTORS AND MENTEES THAT INCLUDES:
   - Strategies that portray accurate expectations and benefits. Year round marketing and public relations. Targeted outreach based on participant's needs.
   - Volunteer opportunities beyond mentoring.
   - A basis in your program's statement of purpose and long-range plan.

3. AN ORIENTATION FOR MENTORS AND MENTEES THAT INCLUDES:
   - Program overview.
   - Description of eligibility, screening process, and suitability requirements.
   - Level of commitment expected (time, energy, and flexibility).
   - Expectations and restrictions (accountability).
   - Benefits and rewards they can expect.
   - A separate focus for potential mentors and participants.
   - A summary of program policies, including written reports, interviews evaluation, and reimbursement.

4. ELIGIBILITY SCREENING FOR MENTORS AND MENTEES THAT INCLUDES:
   - An application process and review.

- Face-to-face interview.
- Reference checks for mentors which must include finger printing, and criminal record checks where legally permissible, and may include character references, child abuse registry check, and driving record checks.
- Suitability criteria that relate to the program statement of purpose and needs of the target population. Could include some or all of the following: personality profile; skills identification; gender; age; language and racial requirements; level of education; career interests; motivation for volunteering; and academic standing.
- Successful completion of pre-match training and orientation.

5. A READINESS AND TRAINING CURRICULUM FOR ALL MENTORS AND MENTEES THAT INCLUDES:
   - Trained staff trainers.
   - Orientation to program and resource network, including information and referral, other supportive services, and schools.
   - Skills development as appropriate.
   - Cultural/heritage sensitivity and appreciation training.
   - Guidelines for participants on how to get the most out of the mentoring relationship.
   - Do's and don'ts of relationship management.
   - Job and role descriptions.
   - Confidentiality and liability information.
   - Crisis management/problem solving resources.
   - Communication skills development.
   - Ongoing sessions as necessary.

6. A MATCHING STRATEGY THAT INCLUDES:
   - A link with the program's statement of purpose.
   - A commitment to consistency.
   - A grounding in the program's eligibility criteria.
   - A rationale for the selection of this particular matching strategy from the wide range of available models.
   - Appropriate criteria for matches, including some or all of the following: gender; age; language; requirements; availability; needs; interests; preferences of volunteer and participant; life experience; temperament.
   - Signed statements of understanding that both parties agree to the conditions of the match and the mentoring relationship.
   - The program may have pre-match social activities between mentor and mentees.
   - Team building activities to reduce the anxiety of the first meeting.

7. A MONITORING PROCESS THAT INCLUDES:
   - Consistent scheduled meetings with staff, mentors, and mentees.
   - A tracking system for ongoing assessment.
   - Written records.
   - Input from family, community partners, and significant others.
   - A process for managing grievances, praise, rematching, interpersonal problem solving, and premature relationship closure.

8. A SUPPORT, RECOGNITION AND RETENTION COMPONENT THAT MAY INCLUDE:
   - A formal kick-off event.
   - Ongoing peer support groups for volunteers, participants, and others.
   - Ongoing training and development.
   - Relevant issue discussion and information dissemination.
   - Networking with appropriate organizations.
   - Social gatherings of different groups as needed.
   - Annual recognition and appreciation event.
   - Newsletters or other mailings to mentors, mentees, supporters, and funders.

9. CLOSURE STEPS THAT INCLUDE:
   - Private and confidential exit interviews to de-brief the mentoring relationship between:
     - — Participant and staff
     - — Mentor and staff
     - — Mentor and mentee without staff
   - Clearly stated policy for future contacts.
   - Assistance for participating in defining next steps for achieving personal goals.

10. AN EVALUATION PROCESS BASED ON:
    - Outcome analysis of program and relationship.
    - Program criteria and statement of purpose.
    - Information needs of board, funders, community partners, and other supporters of the program.

EFFECTIVE PRACTICES HANDBOOK

For Schools and Community Organizations

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INTRODUCTION

The *Effective Practices Handbook* is designed to be a comprehensive guide to creating mentoring programs. It is our hope that it will provide helpful information for those just starting out, as well as those programs working toward a more sophisticated organization.

This handbook was created to inform readers of various mentor programs and practices. In featuring various programs and practices in the Handbook, the California Mentor Initiative Office is not endorsing these programs and practices over others.

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OVERVIEW OF MENTORING

WHAT IS MENTORING?

Mentoring can be defined as a relationship over a prolonged period of time between two or more people where older, wiser, more experienced individuals provide constant, as needed support, guidance, and concrete help to the younger at-risk persons as they go through life. This phenomenon is as old as humankind, but it has been adapted to meet the needs of today's isolated youth who are at risk of not fulfilling their potential. Unlike the mentoring that occurred naturally in extended families of the past, today's mentoring programs match unrelated individuals and children. Their relationship is usually time-limited, and they work toward specific goals that they have set together.

A mentor can help a child or young person do homework, prepare for college, find a job, or prepare for a career. He or she can offer advice and emotional support while the young person, or mentee, is going through a difficult period. Perhaps the most important element of mentoring, however, is the implicit message that the young person is worthy of the mentor's interest and attention. Over time this attention can increase the young person's self-confidence, helping the mentee in other relationships and activities. Through the relationship with a mentor, the mentee may aspire to higher goals than previously imagined.

Many programs and activities are called mentoring. To mentor in the deepest sense, though, the mentor and young person have to meet often enough and long enough to form a genuine attachment. The relationship has to have enough intensity that the young person identifies with the mentor and the opportunities that the mentor can provide. At the same time, a healthy mentoring relationship is marked by clear boundaries. Mentoring is not meant to replace the roles of teachers, counselors, and social workers. Nor can it fill a child's need for a devoted parent. There is the explicit understanding that the mentee will learn to do for himself or herself what the mentor is helping the mentee with. Given proper structure, including support for the mentor, the mentoring relationship can help a young person realize their potential and build greater competence and character in making the transition to the next stage of development. In addition, mentoring can be an extremely rewarding experience for individual.

THE NET OF ADULT SUPPORT

Children today are often isolated from adult support. At home, in school, and in the community there are fewer adult role models in children's lives. More than half of

the children growing up today will live in a single-parent household. Not only does this decrease time spent with the non-resident parent, but also with the extended family of that parent. Even in two-parent families, the pressure to work outside the home for long hours often siphons adult attention away from children. A recent study by the Carnegie Foundation discovered that youth averaged just twenty minutes a day of one-to-one time with their mothers, and only five minutes a day with their fathers. Even when home, working parents are often too exhausted or too busy with household responsibilities to devote attention to their children.

Fear of rising violence has tended to isolate families in their homes, further lessening the number of adults that youth have exposure to in the neighborhood. After-school programs have waiting lists. A 1991 federal study showed that 1.6 million children ages 14 and younger were coming home to no adult supervision after school, a rise of four times that found just three years earlier. As adolescents have less adult supervision in their lives than ever before, much more of their time is discretionary. Without caring individuals to provide support, counsel, and role modeling, young people are vulnerable to the destructive forces of poverty, drugs, and violence. As the net of individual support for children in California has unraveled, the consequences have been bleak:

School failure: California is the 43rd worst state in the number of youth who are neither attending school nor working (Annie E. Casey Foundation, 1995). In 1993 the school dropout rate of teenagers was 15.3%. Of those youth who do finish high school, fewer than one third are prepared for college (Mecca, 1996).

Drug use: California has high rates of adolescent use of marijuana, inhalants, and LSD. In California, 21% of 11th graders report drinking alcohol at least once a week (Skager and Austin, 1994).

Teen pregnancy: California's rate of teen pregnancy is 21% higher than the national average, ranking it as the 42nd worst state in the nation (Annie E. Casey Foundation, 1996). Almost 12% of all births in California are to teen mothers.

Gangs and violence: California is the 46th worst state in the nation in the number of juveniles arrested for violent crime (Annie E. Casey Foundation, 1996). There are between 175,000 and 200,000 criminal street gang members in California, including 55,000 in Los Angeles County alone (California Department of Justice, 1993).

As the results of isolation on young people have become more visible, there has been an increasing interest in mentoring, a service that connects a caring adult or older individual with a young person in need of attention and support. The early

results from mentoring programs are very promising, suggesting that positive, consistent attention from an individual, even one who is not a relative, can change young people's lives. Not only does mentoring benefit the individual youth, but also it weaves an important strand back into the community's net of adult support for children.

RATIONALE FOR MENTORING: RESILIENCE RESEARCH

While mentoring programs that matched youth and adults probably originated with the Big Brothers Big Sisters movement at the turn of the century, recent research has renewed interest in the concept. In the past, research and social programs have tended to focus on risk factors, such as poverty or child abuse. Through prescribed interventions, programs tried to ameliorate these risk factors. This had led to an expensive and fragmented service system, with programs defined by the negative outcome they are addressing.

A different perspective has emerged in the last decade and is commonly referred to as "resiliency". Researchers recognized that even in the most adverse circumstances, such as having a mentally ill parent or living in extreme poverty, many children still grew up to be productive and well-adjusted. Children's outcomes depend not only on risk factors, but also on protective factors. The balance of these two determines the child's ability to cope with stressful life events. In studying protective factors, researchers found that most resilient children have been able to establish a close relationship with at least one older person, not necessarily their parent, from whom they received attention and support.

Resiliency is a different concept, requiring different strategies. It suggests more preventive, global efforts that build on the strengths of youth and families rather than their vulnerabilities and problems. To inoculate children against stressful life events, programs may now try to enhance the protective factors in the child's life. Thus mentoring, which provides a caring and supportive relationship between a young person and an older individual is a natural program choice.

CONTINUUM OF MENTORING EFFORTS

Types of Mentoring Programs

There are numerous types of mentoring programs, but they can generally be divided into four broad categories:

- *Corporate-based* mentoring programs have gained popularity as a result of the business sector's concern with the adequacy of education and the preparation of the future workforce. Employees are typically given release time to serve as mentors. Mentors expose children and young people to the

workplace, talk about their interests, and encourage their ambitions. Through these relationships young people can see the practical application of school subjects.

- *School-based* programs have the advantage of a ready pool of mentees. While they usually focus on raising the mentee's grades, they also can improve his or her attitude and increase the mentee's confidence and sense of achievement.

- *Youth as mentor* programs are programs that actively engage caring older students to help younger students with academic work, role modeling good social skills, or by just being a special friend to the young mentee. Youth mentoring can take place on the playground, in the classroom, or in off-campus meeting locations.

- *Community-based* programs are likely to have the most experience in recruiting, training, and supporting volunteers. A community-based program can be set in a non-profit organization, a church, or even be attached to a public social service agency. It is also likely to have a broader range of mentoring options available, working with children and youth at different levels and in different activities.

Mentoring programs also vary widely in whom they recruit as mentees and serve both adolescents and younger children. Mentors can be matched with troubled teens who are struggling in the juvenile justice system, or they can work with gifted children who need technical instruction and added recognition. Mentors can be particularly effective with young people who have average grades in school, but who are capable of more. Many high school students who had not envisioned themselves going to college have been motivated by the support of a mentor. The mentor can help in concrete ways, by tutoring, arranging a visit to a college campus, or helping with admissions forms and letters of support. The mentor can also help in personally supportive ways, by providing encouragement and direction.

The balance between practical help and emotional support is another element that differentiates mentoring programs. A program can stress instrumental roles, developing specific competencies and skills among young people, or it can emphasize psychosocial roles, including emotional support, role modeling, and character building. In a program that helps young people prepare for adult work environments, a mentor could provide practical help in searching for work, coaching on job interview techniques, and explaining the behavior that is expected in the workplace. In another program with the same goal, a mentor may emphasize providing a positive example that illustrates the broader values of work, of taking responsibility for one's

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choices, and exposing a young person to the rewards and responsibilities attached to a productive life. Whatever the approach, mentoring always involves a caring, supportive relationship between a child and an older, caring person.

An essential element of any mentoring relationship is the one-to-one contact. This aspect of mentoring can be achieved through a simple individual-to-individual relationship or through a team approach. One approach to team mentoring involves several mentors and two or three mentees, each providing individual time as well as participating in a group activity, such as tutoring or job readiness. Another team mentoring approach involves several mentors working with a single mentee who may access any of the mentors depending on the special expertise needed or on mentor schedule and availability.

A sampling of mentoring programs in California reflects the rich diversity of program possibilities:

- Through a partnership between a state department and a school district, civil service employees participate in a structured tutoring program to improve student reading skills over the course of a school year.

- Mentors are organized into chapters that work with young people in weekly groups to motivate them, set an example, and form a group commitment toward school success and personal responsibility. Groups of mentors meet collectively with groups of youth to form a community of commitment.

- High school students mentor fifth grade children teaching them a variety of skills ranging from reading to basketball, and serve as positive role models. By providing a role model for young people, the teen mentor's own self esteem and commitment to positive behavior is reinforced.

- A partnership between the public and the private sector prepares foster, delinquent and at-risk teens for independence, self-sufficiency and integration in society, by providing them with job training, quality jobs and mentorship in the workplace.

The range of mentoring approaches is vast, but the following chart summarizes some of the key differences between them.

SCOPE OF MENTORING APPROACHES

	CORPORATE-BASED	SCHOOL-BASED	COMMUNITY-BASED
MENTORS	Recruited from organization through company-wide campaign tied to corporate objectives of employee morale, civic duty, and community leadership. The screening and selection of mentors is a collaborative effort with school or partner organization.	Often recruited through school volunteer offices or community organizations that are clearing-houses for volunteers. Mentors can be senior citizens, parents, older students or other adults in the community. Peer-focused school programs such as Friday Night Live, bring an organizational structure to recruit, train, and monitor school-based mentor programs. These programs involve youth and adults in mentor roles with younger students	Mentors recruited from the community by media, fliers, other organizations, and word-of-mouth. Depending on intensity of mentoring activities, may involve extensive screening measures and training.
MENTEES	Usually recruited through partnership with a school or through augmenting a community-based mentoring program.	Drawn from campus; identified by parents, teachers or counselors. May be students who are underachieving, troubled, or disabled.	Matched through social service organizations; recruited directly from public media campaign aimed at parents. More likely to target special populations of young people who are significantly at-risk.
INSTRUMENTAL TASKS	Academic tutoring; mentees can "shadow" employees at workplace for a day; job and career preparation activities.	Academic tutoring; counseling. Additional school-based mentor programs assist young mentees in developing good social skills. Peer or student mentors also work on issues such as positive group participation, conflict resolution, appropriate decision making, goal setting, and leadership skills.	Can cover full range of tasks, including tutoring, recreational activities, job preparation, and exposure to new cultural experiences.
PSYCHOSOCIAL TASKS	Identification with career, work world. Recognizing connection between education and later success.	Commitment to academics; self-confidence; pride in achievement.	Re-socialization through emotional attachment; role-modeling, counseling, and being a "sounding board" for ideas, behaviors, and attitudes.

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STRENGTHS AND LIMITATIONS OF MENTORING

Through instrumental tasks the mentor can provide the practical help that makes a difference in a mentee's achievement. The mentor can be an advocate for the young person, and he or she can provide the one-to-one assistance that may not be available at school or home. Because their relationships with the adults in their lives are often entangled in conflict, many young people are better able to identify with and listen to a mentor. The mentor is not an authority figure, and the relationship is based on a mutual commitment undertaken voluntarily. The mentor can expose the mentee to positive roles in the adult world and can illustrate the connection between long-term goals and the more immediate decisions that young people make regarding school, work, and behavior. Listening non-judgmentally to the mentee's thoughts and feelings, the mentor conveys respect and can deepen the young person's sense of himself or herself, which is crucial to resisting peer pressure. The attention of a mentor can help a young person believe in his or her own potential.

To be effective, however, a mentoring program or relationship has to have realistic objectives. Mentoring is a challenge. It is often difficult to make a connection with a young person. The mentor may need exceptional sensitivity to cultural and/or class differences. Because many youth have been abandoned or hurt by other adults in their lives, they may not trust a mentor, no matter how sincere he or she is. By fostering the idea of "supermentors" who can single-handedly reverse the course of a child's life, programs may set their mentors up for frustration and hurt feelings. Furthermore, the program that does this is likely to find that retaining mentors is more difficult than recruiting them. It is important that the program's goals are based on thorough and realistic planning, and that there is programmatic structure and support for the accomplishment of those goals.

PROGRAM DEVELOPMENT

GETTING STARTED: DEVELOPING A NEEDS ASSESSMENT

There are a number of questions that mentoring programs must assess at the outset, including:

- What problems or needs will be addressed by the program?
- What children will be served? Where will they be recruited from?
- Are there any existing programs with a similar focus? What other resources are available?
- How will the program be coordinated?
- How many mentors will be needed, and where will they be recruited from?
- How will the program be funded?
- How will screening/matching be done?

The first step in answering these questions may be to contact agencies that serve youth and children in the community. Through the United Way, the phone book, or the California Mentor Program Directory, it should be possible to find at least a few agencies that serve children and young people. By calling or writing to the executive director of those agencies, it should be possible to arrange an appointment with a knowledgeable person. The first agency representative that one talks to will be able to give the names of other agencies and contacts that would be relevant. It is best to seek input from a range of key people who could be teachers, counselors, family support center staff, and recreation center staff. Through these interviews the program should get feedback about its ideas for a mentoring program, and it should get a clear sense of the needs of children and young people in its community. The questions listed above can be adapted for these discussions, and through the course of the interviews the questions will become more refined to meet your specific situation.

The interviews can be time consuming, but it is recommended that the program establish personal contacts with other agencies before starting a program. These contacts will be valuable later when the mentoring program needs to refer mentees for other services. It may be possible to recruit mentees or mentors through the programs contacted. The agencies may be able to provide training for mentors. Beyond interviews, there are many other sources for research, including:

Pre-existing assessments: Contact the United Way to see if there have already been community needs assessments done. This is not likely to remove the need for one's own assessment, but it can be a good starting point and a way of

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documenting the need for a mentoring program when approaching funding sources.

Questionnaires: Mailing questionnaires to community leaders may garner a larger response for the program's assessment process, and it may be less time-consuming than individual interviews, but by relying on questionnaires only, one would miss the conversational exchange of interviews. Like pre-existing assessments, however, questionnaires can be a source of documentation for approaching funding sources.

Program observation: Observing programs that work with young people may give a more concrete idea of what skills mentors would need.

Focus groups: If time allows, it may be rewarding to convene a group of young people to talk about their needs. One of the agencies contacted may be willing to help convene such a group, and the young people would undoubtedly have fresh insights and ideas for how to recruit mentees and what qualities a mentor should possess.

Talk to other mentoring programs: Through the Mentor Resource Center of the California Department of Alcohol and Drug Programs, it may be possible to locate a nearby mentoring program. Another agency's experience may help a new program foresee issues involved in program implementation. An established program may be willing to share forms, training materials, and procedures manuals that can give a new program a starting point for developing its own.

DEVELOPING A MISSION STATEMENT, GOALS, AND OBJECTIVES

Mission Statement

The keystone of any new program should be its mission statement. This is a concise, powerful statement of the program's vision. In one sentence it should set forth who the program will help, what it will accomplish, and how it will do so. Boiling the program down to one sentence is an invitation to tinker endlessly with words and phrases, trying to find the perfect statement. Though important, the mission statement can always be refined at a later time when the program has been fully articulated. At the beginning, it should be realistic and should convey passion for the program, and the values and beliefs that underlie it. It will be used to define the program to the community, including potential funding sources. Developing a clear mission statement leads into the next task: formulating goals and objectives.

Long Range Goals and Objectives

To focus efforts of the mentoring program, as well as to insure that the program stays on course during implementation, it is essential to develop realistic, thoughtful long range goals and objectives. Through the community needs assessment, one should have a good grasp of the actual needs of the children and young people that are going to be served and the goals and objectives should reflect these needs. There should be a logical link between the needs that have been identified, the program activities that are planned, and the outcomes that are hoped for. If mentoring activities are the result of a partnership, such as a corporation and a school, it is essential that all parties agree to the goals.

Often starting with the word *To*, goals are simple, broad statements of the program's aims. Examples might include:

- To improve the academic performance of middle-school students
- To improve the social adjustment of at-risk boys by providing male mentors

Objectives, on the other hand, are specific statements about who will be served, what will be accomplished, and in what time frame. There are two basic types of objectives: process and outcome. Process objectives detail activities the program will complete in order to provide the service it is proposing. Since these objectives are ways of monitoring program implementation and recognizing problems early, they should be both short-term and long-term. For example:

- By January 1, 2000, the ABC Mentoring program will recruit 30 mentors who have experience in working with online computer resources.
- By April 1, 2000, 25 mentors will have been screened and trained to work with children.
- By June 30, 2000, ABC will match 25 elementary students with mentors who will teach them how to use online computer learning services.

Outcome objectives describe the ultimate purpose of the mentoring activities. As a process objective, a program that prepares youth for employment may cite how many mentees were matched with mentors at a workplace, but its outcome objective would state how many mentees found jobs. Often, however, the outcome of the program is several years away, and it is necessary to develop intermediate objectives which indicate the eventual outcome to be achieved. For example, improved school attendance and better grades would indicate that a mentee had made progress toward high school graduation. Parents, teachers, and mentees can report on progress. While

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these personal reports can be compelling, funding sources are often more convinced by objective measurements. With the permission of families, it may be possible to obtain information directly from the school district or other objective sources of information. Examples of outcome objectives might include:

- By December 31, 2000, the ABC Mentors will help 25 elementary students improve their reading by one grade-level.
- By December 31, 2000, the parents of 10 at-risk adolescents who have had six months of mentoring will report increased cooperation and fewer arguments with their children.

Setting realistic objectives is crucial. The process objectives can serve as benchmarks for program implementation, but they will be of little value if impossible to reach. Outcome objectives, which measure the effectiveness of the program, should be achievable, too. Rather than impressing funding sources, objectives that are too ambitious may suggest that the program is poorly conceived.

PROGRAM STAFFING

Programs need to support mentors as well as mentees. All too often mentors report finding themselves on their own after they are matched. While it is usually volunteers who provide the direct service of mentoring, it is professional staff who make the program cohere. They recruit and screen the mentors and usually are the ones to train them, too. They recruit the mentees and broker the match with the mentor. They provide ongoing support to the mentors, monitoring the match periodically. The staff may act as liaison with other partners in a collaborative, or they may be the ones to make referrals for additional services needed by the mentee. In short, staff provide the program structure that allows mentor matches to turn into meaningful relationships.

The rationale for staffing should be based on:

- the purpose and goals of the program
- the intensity of the mentees' needs
- the availability of community resources
- the skill level of the volunteers

A program has to determine what positions are needed and which are to be filled by volunteers, professional staff, or consultants. Job descriptions should be developed early, with clear descriptions of duties, which will help clarify the qualifications, skills, and experience required for each position. For example, a program

serving high school students might employ an experienced youth worker who understands the hurdles that can arise in forming relationships with adolescents and can give practical suggestions to mentors.

One of the most critical decisions a program will make is in selecting a program coordinator. This person is likely to have responsibility for hiring other staff, if any, and supervising them. He or she will probably conduct the outreach necessary to recruit both mentors and mentees, and will be a liaison to other agencies in the community. He or she will train mentors and possibly conduct ongoing support groups for them. The program coordinator is typically responsible for managing record keeping, writing program reports, and overseeing the budget. Filling all of these responsibilities is a daunting challenge, and it is recommended that programs take care in hiring a coordinator with sufficient experience. The ideal coordinator will have a background in working with children and youth, administrative skills, and experience managing volunteers. Just as important, however, is finding a program coordinator who believes passionately in the potential of young people, and who can be a strong advocate for mentoring. New programs are likely to encounter frustrations during implementation, and the coordinator needs to be committed to making the program work.

PROGRAM POLICIES AND PROCEDURES

There are many policy and procedural issues to consider when developing a mentoring program. Querying other mentoring programs about their guidelines may help a new program to clarify its own internal policies. It is advisable to develop an action plan and assign responsibility to individuals or committees to research and make recommendations on particular areas of policy and procedures. Possible clusters of issues might include:

Program Policies

- When, and under what circumstances, should matches be terminated? For example, what if the mentee becomes abusive? What if either the mentor or mentee is consistently missing appointments?
- How should it be handled, and how will it be determined, if a match simply does not work out?
- What should be the policy about the exchange of gifts?
- Will mentors be reimbursed for the expenses incurred in taking mentees on outings?
- How will the program respond to crises? Since many programs rely on weekend meetings between mentor and mentee, will staff be available by phone or pager during those times?

- What are the program's parameters of confidentiality? How are they assured?
- How will the program respond to revelations about a mentee's drug use or sexual activity?

Documentation

- Forms to be developed might include application forms, releases, contact logs, contracts for mentors, mentees, and parents, and field trip permission forms.

Liability

- What liability insurance is needed?
- What is the screening process? Do mentors need to submit to fingerprint checks? Who pays for these costs?
- What background checks are necessary for mentors?
- Should mentors be allowed to drive mentees in their cars? Is a check of driving record and auto insurance necessary? Should they be reimbursed for gasoline or mileage?

BUDGET AND FUNDING

Because of its typical reliance on volunteers, mentoring is a very efficient type of program, but it does have necessary costs that need to be identified. To a large degree the program's funding needs will be determined by the extent of its professional staffing. Corporate-based programs, however, may also want to calculate the expense of release time for workers. Space costs will be limited since most mentoring activities occur either in natural settings in the community or the mentee's home. School-based programs usually have space available for mentoring activities on site. Community-based programs, however, will need to estimate the office space necessary to accommodate professional staff. Beyond the standard costs of telephones, mailings, and office supplies, programs will also need to consider the cost of training materials, speakers or consultants, and whether or not to offer volunteers stipends for the expenses incurred in activities with the mentees.

It is important to develop a plan for how the program will be sustained. Corporate and school-based programs may have sources of funding internal to their organizations, but community-based programs are certain to have to seek funds from the outside. For new programs it is often wise to "partner" with a more established agency that has the experience and resources to apply for funding. The community

needs assessment, mission statement, and goals are the beginning of a rationale for funding that one can present to funding sources. Some of the most likely sources to explore include:

Federal grants: Usually the largest grants are available through federal sources, but the application process can be quite rigorous. The Federal Register, which can be found in libraries, government bookstores, or online, lists grant announcements.

State funds: Governor Pete Wilson established the California Mentor Initiative in April 1996, signaling the state's commitment to mentoring as a source of support and guidance for at-risk youth. To find out more about funding through this initiative, one can contact the Mentor Resource Center of the California Department of Alcohol and Drug Programs, which is listed at the back of this manual.

Local government funding: In performing the community assessment, one should be able to find out about local agencies that support mentoring efforts.

Foundations: Many foundations are interested in supporting the practice of mentoring. The Guide to California Foundations (1996) offers funding information, including contact persons, for most foundations in the state. First search for local foundations that are interested in your community before expanding your search to larger foundations that may be more distant.

Direct Fundraising: One of the most valuable assets of a mentoring program is its volunteers, who can help stage fund-raising events that both elicit support and raise the recognition of the program in the community. These events can range from bake sales to banquets, and the volunteers themselves are likely to have many creative ideas.

MENTOR DEVELOPMENT

GETTING STARTED: RECRUITMENT

The first task in implementing a program is mentor recruitment. It is important to develop a well-considered recruitment strategy, based on the program's community needs assessment and related to the mission statement. Through its assessment the program should have developed a clear idea of the needs of the target population, suggesting what types of skills, backgrounds, and qualities are to be looked for in potential mentors. For example, a mentoring program aimed at encouraging adolescent girls in science or engineering careers might recruit successful women from those fields.

RECRUITMENT ACTIVITIES

A new program may hold kick-off events to attract mentors, but recruitment is likely to be a continuous process. There are several avenues, formal and informal, that programs tend to use to recruit mentors, including:

Other organizations: Through the community needs assessment the program may discover other agencies that have access to potential mentors. The program can be discussed with members of the clergy to see if it is possible to recruit mentors from their congregations. Many communities have volunteer bureaus that serve as clearinghouses for volunteer opportunities.

Media: Many newspapers, television and radio stations are willing to publish public announcements. Providing their community affairs officer with success stories may lead to a profile of the program.

Small media: This includes fliers, newsletters, posters, mailings, and bulletin board notices. These could be mailed to other organizations, churches, and businesses that have expressed interest in issues related to the community's youth.

Schools: Universities and community colleges often offer credits to students who volunteer. There may be expectations about the level of supervision they receive, however, and it is important to understand the time commitment that a student can make and arrangements that may be necessary over holiday and summer breaks. In a program model called "tripartite" mentoring, high schools can provide older students to be mentors to elementary students.

Local businesses: Many business organizations encourage employees to volunteer as a means of community relations. Some enlightened organizations recognize that encouraging employee volunteerism may improve staff skills and morale. It is advantageous when the mentoring opportunity is related to the company products, as when the employees of a software company volunteer to teach computer skills to disadvantaged students in public schools. The initial contact person within an organization is usually the human resource or public relations director, who may be willing to post an announcement about the program in the company newsletter.

Word of mouth: Once a number of mentors have had a positive experience with the program, the word-of-mouth marketing that they do is likely to yield new mentors. Programs should ask talented mentors to refer friends to the program.

New programs may consider holding an open house, luncheon, or special event, inviting leaders who might have access to volunteers. Events to attract potential volunteers can be highlighted by having panels of mentors who can describe their experiences and answer questions. Also, having mentees speak about their experiences can be engaging.

In corporate-based programs, companies may wish to have an event day with opportunities for employees to sign up, booths with different volunteer opportunities, and panels with employees who have already served as mentors. Corporations can have liaisons who recruit mentors from within their departments. One of the most effective ways to draw attention to a mentoring program within an organization or school is to win the support of the chief executive officer or school district superintendent. He or she could serve as speakers at recruitment functions. During promotional activities program staff should collect the names of potential mentors and call them within the week.

Mentor recruitment is a continuing process, and whenever possible it is recommended that a program maintain a waiting list of potential mentors. Due to the cyclical nature of training and orientation, volunteers may apply at times when there are no openings, and it is important to keep a list of their names. Mailing materials to them and giving a clear idea of when they will be contacted is one way to sustain their interest. It is important that marketing materials be clear and well-organized, eliciting confidence in the organization's ability to support its volunteers. When a training is full, it is good practice to have a stand-by list of volunteers who have been screened and who could enter the training on short notice if cancellations occur.

New programs, however, are not likely to have a reserve of applicants. To attract enough volunteers to start, it may be necessary for a new program to cast a far-reaching net. The wider the recruitment, the more applicants the program can select from, but this also increases the importance of screening.

SCREENING

To a great extent, the quality of the program will be determined by the quality of the mentors. Through screening, the program is able to retain desirable mentors and filter out inappropriate ones. The careful screening of volunteers at the outset improves the chances for successful matches. The time invested in screening mentors can be regained later when the program does not have to sort out a failed match. The process of screening volunteers is similar to hiring, with an application, interview, and reference check.

The Application Process

Having a clear written description of the mentor's role and responsibilities is the first step in screening. The description will give the applicant a fair idea of what is involved in mentoring and whether or not it is something he or she wants to do. An application form that queries the volunteer's education, experiences, skills, hobbies, interests, and availability will let the program gauge whether the applicant fits the profile that the program is looking for. A background check should include a finger-print check which some programs have the applicant pay for. Depending on whether the program allows mentors to transport a mentee, a check of driving records and proof of auto insurance may be appropriate. The program may also ask for three or more character references.

The Interview

An interview is an indispensable part of the screening process. The best mentors are patient, flexible, and conscientious, and these qualities should come through during an interview. The program will want to know if the mentor is able to listen without judgment to young people, and whether the mentor is able to set aside his or her own agenda to focus on the needs of the young person. Many of these are subjective assessments, and some programs have two staff-persons participate in the interview so that they can compare impressions. Questions the interviewer might ask include:

- Why does the person want to be a mentor? There should be no hesitation in acknowledging that mentors as well as mentees derive gratification from a relationship. Some common benefits that an applicant might cite include: the gratification of sharing knowledge and contributing to a young person's development; gaining an understanding of educational or social issues;

improving skills in communicating with young people; or connecting with others in a meaningful way. This is a natural point for the interviewer to highlight the rewards of mentoring.

- What other volunteer experiences does the person have? Does the person have experiences or background that will help him or her in communicating with young people?
- What skills can the applicant offer? What type of help would he or she like to give?
- Did the applicant have a mentor while growing up? What difference did the mentor make in their life? If the applicant did not have a mentor, what difference would one have made in their life?
- Does the applicant have any concerns about mentoring? Having doubts may mean that the applicant has a healthy sense of the challenges of mentoring. If the mentor does not have a realistic understanding of the mentoring process, he or she might drop out later when difficulties are encountered. The interviewer might describe a difficult situation that a mentor would be likely to encounter. How would the applicant handle such a situation?

Through the discussion the interviewer should listen for signs of rigid attitudes, immaturity, or unrealistic goals for the mentoring relationship. Mentors often work with children who have tremendous need for adult attention, and it is important for mentors to have enough sense of their own limits to be able to set clear boundaries. While training can give mentors techniques for this, some applicants may be trying to work out problems from their own past through the mentoring relationship, which can interfere with having clear boundaries. Another area to listen for is the applicant's attitudes about religious, ethnic, or class differences that might exist between mentors and mentees. One of the values of mentoring is learning about backgrounds and circumstances different than one's own, but this requires an open mind.

The interviewer also wants to be certain that the applicant can make the time commitment mentoring requires and can be relied upon to keep appointments. Ironically, programs often look to successful leaders as the most promising mentors, when this is the very group that is most likely not to have enough time for their own families. A young person who is at-risk is likely to have been let down by other adults in their lives, and it is important that the program be able to provide an adult who is reliable in keeping commitments.

If there are questions about the applicant's attitudes, skills, or time commitment, it is best not to tap him or her as a mentor. If the program has a menu of volunteering options, however, there may be another activity that the person could become involved with.

The Mentoring Contract

During the interview the program wants to have a full discussion about the mentor responsibilities/role, answering any questions the applicant might have. Many programs use a contract that summarizes the program's expectations. While not binding, the contract formalizes the volunteer's commitment. It should briefly describe the program's confidentiality policies; the age and type of child the mentor will work with; how supervision will work; the number of hours per week that are expected; the length of commitment; places where the adult can rendezvous with the child; and whether stipends are available for transportation or miscellaneous costs. The contract should stress the importance of consistency in making and keeping appointments, and the process involved.

ORIENTATION & TRAINING

Introductory training always occurs before the mentor is matched with a mentee. It orients mentors to the program's values and practices, and it gives them the skills and knowledge they will need to establish a successful mentoring relationship with a child. Training can also provide mentors with constructive feedback and increase their confidence. It also offers the staff a chance to get to know the mentors. Learning more about the mentor's personality and communication style, the program will be better able to make a match with a mentee. While training will not turn someone who is unsuited to mentoring into a good mentor, it can be used as part of an extended screening process to make a final assessment of the mentor's appropriateness.

Training Content

The training topics and material should be based on the kind of work the mentors will do, as well as their level of experience. The depth of training is likely to correspond to the ambitions of the program. The staff should have a sound base of knowledge for the training, and they may need training themselves before the volunteers are trained. The trainers should outline the topics to be covered, the order of presentation, and the time for each topic. There are three broad areas that training topics are likely to cover, including:

Orientation: The training should probably begin with a review of the program's goals and objectives. Mentors will also need to know about the program's

procedures, including what support systems are in place and how to ask for help. The mentors will need to know about crisis procedures, and it is important to review the program's child abuse reporting procedures. There are many practical policies that need to be clarified, including the question of who pays for entertainment costs for the mentee. The program will also want to review confidentiality and liability policies, the resource network, including information and referral procedures, and other interventions or services that might be in the child's life, including schools.

Understanding the mentee: Training should provide mentors with insights into the way young people behave and communicate, and effective strategies to use. Material should cover stages of development and how these might affect the mentoring relationship. If mentors will be matched with children from impoverished backgrounds, they may need an orientation to issues of urban poverty. Training should help mentors develop an appreciation and sensitivity for cultural differences.

Managing the mentor relationship: The training needs to prepare mentors for the practical considerations of forming a relationship with a young person. The trainers will want to discuss the nature of the mentoring relationship, including how "close" it should be and how to avoid becoming a substitute parent. The stages of a mentoring relationship should be reviewed, with practical suggestions about how to handle such milestones as the first meeting. (See "Stages in a Mentor Relationship" at the end of this manual.) The more concrete the training is, covering topics like entering the child's home or handling missed appointments, the more useful it is likely to be. To keep mentors from feeling rejected, it is important to apprise them that mentees or their families may be wary of them and discuss ways to overcome these obstacles.

Training Design

Besides the content of the training, the program needs to consider teaching methods that will keep mentors engaged, and should allow time for the practice of new skills. The training should balance a range of learning techniques, including videos, role playing, training manuals and articles.

The trainers should develop role plays about common situations, such as when a mentee expresses discouragement over school performance, and potentially awkward situations, such as when a mentee asks for money or discusses sexual activity. The mentors should receive feedback and encouragement about their role playing. Organizing the mentors into small groups will allow them to give feedback to each other more easily. Having a variety of presenters can also sustain the volunteers'

interest, and often the best trainers are other mentors themselves. They can talk in concrete ways about their experiences, their feelings about mentoring, and practical solutions to overcoming obstacles that arise in a mentoring relationship. The program should bear in mind that volunteers may be more ready for certain types of information once the mentoring relationship is under way. New programs should have the mentors complete a course evaluation form which can give staff ideas of how to improve future training.

MATCHING

The most common criteria for matching is similarity. Mentees, parents, and volunteers are each involved in the matching process. They are asked to state their preferences about age, race, and religion of mentors and activities they would like to share. The pairs can be formed by a range of factors:

- the fit between a mentor's skills and the mentee's interests, including career aspirations;
- personal compatibility, shared backgrounds, and receptivity to cultural differences; and
- geographical proximity, available times to meet.

Arranging Matches

In many programs the staff orchestrate matches based on their knowledge of the mentors and mentees and their stated preferences. This can be time-consuming. Some programs allow mentors to choose the mentee, some programs allow the mentee to choose the mentor. Mentors may be given several youth to choose from, and some programs may arrange for events where mentors can talk about themselves and mentees can make selections. Programs must be prepared, however, to handle situations in which a mentee is not selected or several mentees choose the same mentor. For corporate-based programs the schools or program partner usually helps make the match, drawing input from teachers, counselors, and parents. The parent needs to agree to the match, and some programs use statements to be signed by mentee, parent, and mentor agreeing to the match and outlining the objectives of the relationship.

Ethnic Matching

There is a continuing debate in the field of mentoring as to whether minority children are better served by mentors of their own racial and ethnic background. For adolescent youth, in particular, this may be true. Adolescents struggle with confusion about roles and identities as they make the transition into adulthood, and a mentor can help a young person imagine the different types of futures available to them. If

the mentor is too different from the mentee, this process may be hindered. Ogbu and Wilson (1990) have argued that the culture of urban, African-American youth contains strong themes of opposition to the mainstream values of the dominant culture, and identifying with a Caucasian mentor may create difficult conflicts for an African-American youth.

While there has been little research on matching, much less cross-race matching, what research that has been done suggests that there are other criteria, such as class differences, that are more important than race and culture. If social distance leads the mentor to misidentify the mentee's strengths, problems, and needs, the mentee is not likely to be responsive. If a mentor enjoys children, is empathic and non-judgmental, and is prepared for differences in culture, he or she is more likely to build a successful relationship across race. What may be more important is the congruence between what the mentee wants and what the mentor can offer. However, when race or ethnicity is expressed as a matching preference by a mentee, parent, or mentor, it should be respected and fulfilled.

Matching by Need and Commitment

Finally, it is important for a program to ensure equivalence between the level of need the mentee has and the level of involvement a mentor is willing to commit to. The Mentoring Center, which is listed as a resource in this manual, has developed a classification of mentoring relationships that illustrates this balance. At one end of the classification are "soft" and "medium" mentoring relationships, which match caring adults with children who can benefit from additional adult companionship. At the other end of the spectrum are "hard" and "hard core" mentoring relationships, which match troubled children with adults who are willing to make exceptional commitments of time and emotional attachment to the mentee. A mismatch between mentee need and mentor commitment is bound to result in frustration and confusion.

MENTOR SUPERVISION, SUPPORT, AND RETENTION

Mentoring is a demanding task, and because of its one-to-one nature much of mentoring occurs in isolation. Mentors frequently complain of feeling abandoned by the sponsoring agency. This is especially problematic at the beginning of the relationship, when the mentor may be struggling to make a connection and can be easily overwhelmed. Without regular supervision and support, these pressures can grow quickly and result in a mentor giving up. Ideally programs should ensure that its resources for mentors are as adequate as its resources for mentees.

Continuing Supervision

Supervision and support is the infrastructure of a successful mentoring program. Program staff should know each mentor well, arranging a time to talk on a regular basis. Mentors are likely to need more supervision early, when their relationship with the mentee is still tentative. Staff can be particularly helpful in helping the mentors to recognize this as a stage in the relationship and encouraging them to persevere. They can give the mentors practical suggestions, including activities to reduce the anxiety of the first meeting. Staff can help the mentor to sequence tasks, setting goals that can be achieved early on to create a sense of progress and connection with the mentee.

The level of supervision depends on the program's goals and activities and on the level of the mentor's experience. To keep supervision stimulating, as well as to minimize demands on the time of the mentors and the staff, programs may wish to blend several supervisory formats, including:

Group supervision: In a group of their colleagues mentors can exchange ideas about activities, get support, and learn how others overcame obstacles.

Individual meetings: In individual meetings with staff the mentor can share issues or problems in depth. This should always be available when a mentor requests it, and it should be scheduled on a regular basis.

Phone calls: Although there should always be some level of face-to-face supervision, phone calls are often necessary when mentors are working in full-time jobs and volunteer on the weekends.

Written records: Programs can ask mentors to keep logs of their mentoring activities, including the dates of meetings, their length, the location of the meeting, and what was discussed and done. This can help the supervisor to track the progress of the relationship, including any significant changes in the mentee's behavior or attitude. The logs can also lend structure to supervisory meetings.

Family feedback: The program should also be in contact with the mentee and parents, especially in the early stages of the relationship. The family may be more willing to share a concern with the staff person than with the volunteer, and the program can mediate their concerns.

Mentor Support

Many programs have found that recruiting mentors is not as difficult as retaining them. Making efforts to support mentors is likely to make a significant difference in helping them fulfill the length of their commitment. There are several key ways programs can provide support, including:

Access to peers: Many individuals who volunteer to mentor are interested in being part of a larger movement or effort, but then find the practice itself is isolating. Through group supervision a program can create a sense of network among the mentors. Supervisors can ask mentors to talk about confusing or difficult moments in the relationship. They can do role plays based on the types of problems that they express. Mentors can share successful activities that they have done with their mentee.

Continuing opportunities to learn: Mentors can always benefit from more training, and the learning that results can keep the mentors engaged. The program can develop workshops on practical topics, such as how to work with families or how to strengthen the relationship with the mentee, using the mentors themselves to discuss what has worked in their mentee relationships. Speakers on relevant topics, like adolescent development and communication, can draw mentors together to learn. The program can make articles, books, and videos available.

Recognition: In supervisory meetings, which should be regular, the supervisor should look for opportunities to express how mentors have helped children. The mentors should also be recognized publicly, possibly through annual recognition and appreciation events, or by being asked to serve on mentor panels. A program newsletter can describe the accomplishments of mentors as well as keep them apprised of program happenings and changes in policies.

Prompt response to problems: It is crucial that programs recognize problems that arise in mentor relationships and respond to them quickly. If after three to four weeks a good relationship has not begun to form, the program may want to meet with the mentor and mentee to assess the match. There may be communication problems. If there have been difficulties, the mentor may need to be reminded to take the initiative in setting up activities and following up with the mentee.

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Termination

The way mentoring relationships are ended often determines their ultimate impact, resulting in either new feelings of autonomy and independence or else in frustration and confusion. Helping the mentor manage the termination process is one of the areas where staff support can make the biggest difference.

The mentee needs to understand from the outset that the mentoring relationship is time-limited and that the mentee will eventually be able to do for himself or herself what the mentor had helped them do. The length of commitment varies between programs, but a common standard is once a week, for one to three hours, for one year.

The termination should generally include the following aspects:

- The mentee is informed well ahead of time.
- Mentees have opportunity to express their feelings, which may include anger and loss.
- Mentors stay aware of their own feelings, which can include guilt.
- The mentor reviews their time together and the progress that the mentor made in achieving goals.
- The mentor expresses confidence in the mentee's ability to continue to make progress toward goals, and the next steps in achieving personal goals.
- Whether or not the pair will have contact again, and under what circumstances, is made clear and adhered to.
- Termination steps should include meetings with the mentee, parent, and staff, mentor and staff, and mentor and mentee.

Sometimes relationships do not work out, however, and end prematurely. There may not be enough time for the mentee to process this experience emotionally, and the program has an obligation to minimize the disruption of these terminations and make the experience as positive as possible. For youth who have had other losses in their lives, the program may need to provide professional help and support. Different situations can include:

The mentee ends it: The mentee may move, join another program, or just not like the experience of being mentored. The mentee's family may end the relationship. The program needs to discuss the mentee's reason for wanting to terminate, determining if there are underlying reasons. If the mentee does not want to cooperate with the termination process, the program should allow him or her to leave gracefully.

The mentor ends it: Sometimes the mentor may move or have other demands that conflict with the relationship to the mentee. Sometimes a mentor is hurt by

mentees who are hostile or distrustful. He or she may have high expectations and then find that the process is disappointing. Regardless, the program should insist that the mentor talk to the mentee about the termination before leaving. The program needs to make sure that the mentee does not feel rejected, and it needs to assess the possibility of another match.

The program ends it: Sometimes, such as when mentees do not make appointments or are abusive, the program needs to end the match. The program should be very specific about why the match is being terminated, and it should try to get the mentee's point of view, and allow the mentee as much dignity as possible in the termination process.

MENTEE DEVELOPMENT

DETERMINING THE TARGET POPULATION

Just as with mentors, the first step in recruiting mentees is developing a plan. The community needs assessment should have yielded a clear picture of what children and young people could most benefit from mentoring. Caution should be exercised in selecting a target population that is commensurate with the level of mentoring and program services that can be provided. With troubled youth, mentoring needs to be coupled with other professional interventions to make a difference, and it needs to start early and continue for a long time. Mentoring alone is not likely to counter years of missed school, multiple trauma, or an environment filled with negative role models.

Mentoring is more likely to make a difference with youth who are in need of enrichment. Even youth who are less at-risk confront far more obstacles than is commonly appreciated, and California's high rates of school dropouts indicate that it is not just the most disadvantaged children who are at-risk.

Flaxman (1988) has described a segment of youth he terms "tenacious" who are not school drop-outs, but who may not have clear educational or career paths. They are not school failures, but underachievers. They come from families that are not impoverished or fragmented, but have parents who may not have attended or graduated from college. They are not at the highest risk for failure, but they lack the social resources and support that give middle class youth an advantage. A mentor can make a difference in such a young person's life by giving concrete advice and direction.

RECRUITMENT, ORIENTATION AND SCREENING OF MENTEES

Recruiting and preparing mentees for the mentoring relationship requires as much attention as it does for mentors. One of the challenges of recruiting mentees is that needing the help of an adult can carry a stigma. For this reason it is often necessary to recruit through the adults in the children's lives. In school-based programs it is likely that a mentoring program will work with guidance counselors, teachers, athletic coaches, and student leaders. Community-based programs may collaborate with religious leaders, health care providers, recreation groups, schools, and social service agencies that work with young people. Parents are excellent sources for recruitment, and they can be reached through the same large and small media announcements used to recruit mentors. During marketing it is important that messages do not use labels that would alienate young people.

Screening

Usually programs have a profile of the children that they want to work with, which may include an age range and geographic area. Some programs target children from single-parent families, and most require a minimal level of social skills. Depending on the intensity of the program's goals, programs may screen potential mentees through written applications, interviews with the child and their parents, and a home visit. Programs need to ascertain whether the child has a developmental or personal need for support so that mentoring is not just an entertainment outlet.

After screening is completed and the youth has been selected to participate in the program, an enrollment letter is sent to him/her. This letter of congratulations lists the goals of the program and invites the youth and his/her family to attend a program orientation. Some programs prefer to send the enrollment letter after the orientation.

Orientation

Mentoring may not be a familiar concept for young people. An orientation that explains what mentoring is and is not, what mentors can and cannot do, is important to dispel any misunderstandings. For example, a mentor may be able to help a mentee look for a job, but cannot promise one. The orientation needs to be held before the first meeting with the mentor.

The orientation allows them a chance to meet the staff, hear a program overview, and find out about the program's expectations and restrictions. The orientation can include a discussion of the commitment expected by mentees, as well as expectations and restrictions. Mentee responsibilities can be summarized in a brief contract, signed by mentee and parent, which asks mentee to keep appointments, notify the mentor when unable to do so, and to attend particular program activities.

Some programs have made the mistake of assigning mentors to mentees without the young person's input. To engage the mentee it is recommended that he or she be involved early in the decisions that relate to him or her. The program may help the mentors and mentees to form short-term, accessible goals that provide the mentee with some immediate success, lessen the anxiety of the initial stages of the relationship, and convince the mentee of the program's value.

Parents

To develop a successful relationship with a mentee, the mentor will need the support of parents. Since mentoring can be a type of supplemental parenting by helping the mentee make the transition into adulthood, it can be very threatening to a parent. Involving a parent early can be pivotal in creating a conducive setting for the mentoring relationship. Some possible ways to involve parents can include:

Orientation: An orientation for parents, explaining the program and its goals, can allay concerns. The orientation should stress the importance of their participation to the success of the program. Parents can be encouraged to speak favorably about the program to the mentee. If mentors attend the same orientation, it can help them understand the parents' perspective and their issues and concerns. However, the orientation facilitator needs to be clear with parents that these mentors may or may not be matched with their children. This is to dispel any expectation a parent might have concerning a possible match between a mentor and their child.

Mentor contact: The mentor needs to have contact with the parents regularly. Mentors can attend orientation sessions for parents so that they can discuss what they want to accomplish and can reassure them that they are not trying to undermine their authority, impose values, or make judgments.

Parental input in the match: Parents should be able to disapprove of any mentor they believe would not be good for their children. Parents should have the name and phone number of the mentor's supervisor.

Parent contracts: Parents can be asked to sign brief contracts indicating their commitment to the program and stating the need for their support. The contract may ask parents to help their children keep appointments, attend parent meetings, and promptly inform staff of any concerns.

Parent Support and Inclusion

Mentoring programs should support parents in their roles, not supplant them. Since youth today have so much less contact with adults than in the past, the importance of the parental relationship is magnified, and supporting this relationship is critical. Some of the ways in which mentoring programs can recognize and support parents include:

Developing a Parent Advisory Committee: A parent committee can help the program review policies and programmatic decisions. It can assist with the planning of special events, including recognition and fund-raising events.

Workshops: Parents may be interested in dealing with specific problems related to raising young people.

Parent Support Groups: The program can connect parents with other parents to share emotional support and discussions dealing with stress, community resources, and issues of child and adolescent development. To make it possible for parents to attend support groups or workshops it is necessary to have child care available.

Newsletters: The program can share news with parents with articles about children's achievement, program developments, and mentor profiles.

EVALUATION

Evaluation is the assessment of how the program has met its goals and objectives and what impact the program may have had on individuals or broader societal goals (outcome evaluation). There are two types of evaluation that a mentoring program is likely to consider. The first is a *formative* evaluation, largely intended for the program staff, to determine if the program is being implemented as planned. Barriers may have arisen that were not anticipated, and the staff may need to change program plans. The second type of evaluation is *summative*, which is a final assessment of whether or not the program achieved its outcomes. The summative evaluation occurs at the end of a project or a given period of time, and it is intended for funding sources or other audiences.

Within this framework there are many levels of evaluation. Large agencies may choose to hire an outside evaluator to develop and carry out more complex analyses of the project, but even smaller programs can develop a formative evaluation plan that can provide benchmarks to gauge program implementation. When marketing a new program to funders, even a simple evaluation can be persuasive. Having clear and understandable results can help staff and mentors know they are making a difference and can boost motivation.

The information that programs gather about their activities and the impact of their efforts do not have to be exhaustive. The information available may be limited, either by considerations of budget and staff time, or by issues of confidentiality when a program wants to request information from another agency. While developing program objectives and plans, programs should also be developing a plan for evaluation. After completing a community needs assessment, the program should be able to logically explain what the identified problem is, why mentoring will make a difference in addressing it, and how that difference can be measured. Broad goals may need to be narrowed to specific, intermediate outcomes that can be measured and that can be reliably attributed to the program and not other factors. During the early stages of implementing a program, the forms that mentors and staff use should be developed with a clear idea of what information the program will need.

The following table can be used as a starting point in developing an evaluation plan. The plan may change as the program is implemented, but it should be reviewed regularly and become a working document for the program administrators.

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DEVELOPING AN EVALUATION PLAN

TASK	QUESTION	EXAMPLES
1. Develop program goals and objectives	What does the program aim to accomplish? Is there a logical link between the program's activities and what it aims to accomplish? These questions should be formulated into process objectives that capture the program's activities and outcome objectives that cite the program's aims.	Formative objectives might state how many mentors will be recruited and trained, how many matches will be made, and how long the mentoring relationships will last. Outcome objectives would cite an accomplishment, such as improving the mentee's school attendance and performance, or helping him or her find and keep a job.
2. Decide what information, or data is required	How can the question be answered? What needs to be measured to determine if the objectives have been met?	Formative evaluation measures might include number of mentors recruited and trained; the number of sustained matches; positive and premature terminations; length of relationships; waiting lists. Summative data might include days of school attendance; school grades; job placement; college applications; teacher observations; and parent observations.
3. Determine the source of data	Who will have the needed information? Staff may need to record information about recruitment, training and matching. Mentors will need to record information about mentee contacts and activities. For outcome, or summative data, the program may need to seek information from outside sources.	For formative data, staff may need to record information about recruitment, training, and matching. Mentors will need to record information about mentee contacts and activities. For outcome, or summative data, the program many need to request information from school districts, teachers, employers, and parents.
4. Develop the forms or instruments that will be used to gather the data	How will the information be gathered? From the time of application to termination, the program will be collecting information, and it is important to consider exactly what information will be needed. When requesting information from other agencies, the program will need an information release from parents.	Formative data could be culled from staff's training materials, attendance sheets, and supervision notes, as well as the mentors' contact logs, journals, or case notes. Summative data may be garnered from teacher and parent survey forms, query forms about school attendance, employer evaluations, and social service case files. There may be instruments already developed for the areas that the program wants to measure.

DEVELOPING AN EVALUATION PLAN CONTINUED

TASK	QUESTION	EXAMPLES
5. Develop the procedures for collecting data & deciding what will be done with it	Who will complete the forms or instruments, and what comparisons will be made? For formative data it will need to be clear who is responsible for seeing that forms are completed in a timely fashion and that information is compiled on a regular basis. For summative evaluation it is necessary to compare the information with baseline, or beginning information, to see what effect the program had.	Formative data can be derived from the continuing records of staff and mentors, collected and compiled in quarterly reports by the program coordinator. Summative information could be gained by comparing parent surveys filled out at the time of application to those filled out at the time of termination. Mentor training can compare tests of mentor's knowledge and attitudes that mentors fill out before and after training. Reading test scores or grades from before the mentoring can be compared to ones at the end of it or to those of the mentee's peers.
6. Develop a schedule for data collection and analysis	When will the data be collected, summarized, and analyzed? When will a final statement be ready? Since collecting data can be time-consuming, it is best to have a regular schedule for collecting and compiling the information that is to be used in evaluation.	The formative data of mentor and mentee applications are collected at beginning of the mentoring process; mentor's contact logs can be collected at the end of the month; training questionnaire's before and after training. Summative data may require parents to fill out a survey at the time of application, six months later, and at the end of the year. Teachers may be interviewed at the same intervals.
7. Analyze the data that has been collected	What does the data suggest? What kinds of tabulations or statistical analysis will be used? Programs seldom need sophisticated analysis unless the project is a major demonstration of a particular service model and utilizes an independent evaluator.	Formative data can be as simple as the sum of all the mentoring matches; an average frequency of contacts or hours of contact in a month; the mean length of mentor matches. Summative data can be: a tabulation of school attendance; a "t" test of reading score changes; a narrative summary of parent interviews.
8. Prepare a report	Who needs to know about the program?	A final report can be written by the end of the first quarter after the first year of the program. It can be distributed to funding sources, school district heads, corporate executives. Evaluation results can also be shared in a press release to local media to tout the program.

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One of the main reasons mentoring has generated so much interest is that the early results of program evaluations have been very promising. For example, a recent outcome evaluation of the Big Brothers Big Sisters program showed that:

- mentees were 46% less likely than their peers to initiate drug use during the study period;
- the quality of their relationships with their parents improved;
- they were one third less likely than their peers to hit someone; and
- they skipped half as many days of school as did their peers, felt more competent about doing schoolwork, and showed modest gains in grade point averages.

An evaluation of the HOSTS program found that students increased their reading scores by nearly two grade levels. A 1990 phone survey was used to evaluate Career Beginnings, a mentoring program coordinated by colleges in sixteen cities. The survey found that:

- 59% of the mentees reported that a mentor helped them improve their grades;
- 53% reported that having a mentor helped them avoid drugs;
- 57% said they got along better with teachers; 46% got along better at home;
- nearly all of the mentees graduated from high school;
- almost 75% held jobs in their senior year; and
- more than half attended college the next fall, and even more planned to attend college the following year.

These types of results are exciting, and planners are eager to apply mentoring to the problems of teen pregnancy, gang and youth violence, school drop-out, and teen drug use. However, mentoring can be a challenging practice, and it often must contend with other influences. Additionally, the field of evaluation research with respect to mentoring is relatively new; the studies cited above were conducted over a time period of several years and at a substantial cost. Researchers are still exploring who best benefits from mentoring, what the most effective level of mentoring is, who the best mentors are, and what kinds of interventions need to be paired with mentoring for specific problems. Unrealistic program or evaluation goals for mentoring programs ultimately compromise what mentoring is able to accomplish, resulting in disappointment and frustration on the part of mentors and mentees alike. Careful thought must be given to devloping evaluation plans that are reasonable and consistent with the program's resources and scope, yet are still reflective of the program's goals.

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MENTOR RESOURCE CENTER

Created as part of Governor Pete Wilson's California Mentor Initiative, the California Mentor Resource Center's role is to expand the field of mentoring throughout the state by serving as the central point of contact for resources pertaining to mentoring, create alternative funding options, and expand private sector participation and fiscal investment in mentor services. It serves as a library and clearinghouse for mentoring resources and materials and a database for mentor referrals. New programs, or programs aiming to improve its services, are encouraged to contact the Mentor Resource Center for information about training, materials, and contacts with local mentoring programs.

Mentor Resource Center
California Mentor Initiative Office
c/o California Department of Alcohol and Drug Programs
1700 K Street
Sacramento, CA 95814-4037

1-800-444-3066

THE MENTORING CENTER—CLASSIFICATION OF MENTORING RELATIONSHIP TYPES

	MENTORING EFFORTS/ACTIVITIES	YOUTH PROFILES	MENTOR CHARACTERISTICS
SOFT MENTORING	Companionship/sounding board Academic Tutoring Career and Professional Guidance College/Higher Education Guidance	Basically well behaved and well guided kid who could benefit from additional adult companionship and/or assistance. Very impressionable. Eager for assistance.	A caring and committed adult who recognizes the value of additional adult companionship and guidance to a young person. In this regard, little patience is needed, but requires a time commitment. Also, thought must be given to appropriate attitudes and techniques used.
MEDIUM MENTORING	Companionship/sounding board Academic Tutoring Career and Professional Guidance College/Higher Education Guidance Self-esteem Building Prospective Broadening	Basically good kid may or may not have consistent and/or adequate adult companionship or guidance. An average or below academic student who has given little or no thought to career and/or collegiate path. Very impressionable, open to assistance.	A caring and committed adult who is willing to work with a youth around normal adolescent and/or life issues. Requires patience and a willingness to get involved in the youths' life. Willingness to meet the youth where they are in life. Culturally sensitive and abreast of current youth issues. Much thought must be given to appropriate attitudes and techniques used.
HARD MENTORING	Companionship/sounding board Academic Encouragement Career and Professional Guidance College/Higher Education Encouragement Self-esteem Building Prospective Broadening Conflict Resolution Manhood/Womanhood Responsibilities Parenting Skills Respect for Private Property	Potentially good kid most often from a single parent household has no positive male or female guidance. Basically treats school as a social gathering. Not much positive encouragement and examples regarding academics at home. Has given little or no thought to career and/or collegiate path. Maybe occasional run-ins with the law or school authorities. Still impressionable but heavily influenced by negative surroundings and/or peer group.	A very caring and committed adult who is willing to go above and beyond casual involvement in a youths' life. Requires patience and a willingness to play several roles in youths' life; i.e., teacher, guide, support, resource, challenger, etc. Willingness to come to where the youth functions physically and mentally. Culturally sophisticated and abreast of current youth issues. Much thought must be given to appropriate attitudes and techniques used.
HARD CORE MENTORING	Companionship/sounding board Academic Encouragement Career and Professional Guidance College/Higher Education Encouragement Self-esteem Building Prospective Broadening Conflict Resolution Manhood/Womanhood Responsibilities Parenting Skills Respect for Private Property Respect for Self Respect for Life Cultural Awareness and Respect Respect for Authority/Law	Still reachable kid but "hard core." Basically little to no positive adult influence and/or guidance. Attracted to the seemingly "easy way out." Very much influenced by peer group. Has spent considerable time institutionalized.	Extremely caring and committed adult who basically becomes a surrogate family member. Always in touch and on-call. Requires much patience and love. Culturally competent and abreast of current youth issues. Willingness to remain an advocate for the youth even as they continue to make mistakes. Much thought must be given to appropriate attitudes and techniques used.

Note: The above are broad classifications of mentoring relationship types. The characteristics of each classification type can be interchangeable from youth-to-youth and/or from mentor-to-mentor. Meaning, there can be variations of characteristics.

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Oakland, CA 94612

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STAGES IN A MENTOR RELATIONSHIP

The literature on mentoring identify several stages or patterns in the mentor-mentee relationship. Just as in other interpersonal dealings, the relationship will vary in length, purpose, and intensity. Linda Phillips-Jones in her book on mentors identifies five phases in a mentor/mentee relationship.

PHASE I: MUTUAL ADMIRATION

Mutual admiration in which both parties admire and have a highly favorable image of the other.

PHASE II: DEVELOPMENT

Development in which the bonds between the Mentor/Mentee take root and develop into a caring relationship of sharing, guiding, and reflecting on joint accomplishments.

PHASE III: DISILLUSIONMENT/REALISTIC APPRAISAL

Disillusionment/realistic appraisal generally occurs after goals have been reached and an understanding that continuing the relationship in its original form may be counterproductive. This process of disengagement represents a breaking away from the psychological dependence the mentor and mentee have for each other.

PHASE IV: PARTING

Parting is a natural consequence of the relationship and represents a healthy response and acknowledgment to the independence and success of the mentee in going forward with his/her life.

PHASE V: TRANSFORMATION

Transformation is the final phase in which decisions and reflections concerning the relationship occurs. After the formal parting, mentors can continue knowing "each other on some new level" or simply end the relationship with no future communication and contact.

APPENDIX 9:

Achieving and Measuring Community Outcomes

[Reprinted by permission from: United Way of America, "Achieving and Measuring Community Outcomes" and "Selecting Appropriate Neighborhood-, System-, and/or Community-level Outcomes to Achieve," in *Idem, Achieving and Measuring Community Outcomes: Challenges, Issues, Some Approaches.* (1999), pp. 5-6. © 1999 United Way of America.]

Achieving and Measuring Community Outcomes

Challenges and Issues

Challenge:
Selecting Appropriate Neighborhood-, System-, and/or Community-level Outcomes to Achieve

Key Issues

- Being clear on the ultimate goal—why?
- Picking a manageable number of well-defined outcomes that we can demonstrably impact within a reasonable time frame.
- Choosing outcomes that reflect our values and priorities about what is important.
- Gaining broad community involvement, including key interest groups, to insure buy-in on outcomes that are relevant to the local community.
- Achieving a critical mass of leaders/funders who will work together on achieving improved outcomes.
- Identifying whose outcomes we are measuring, who is responsible for achieving them.

Challenge:
Developing a Logic Model, Theory of Change, or Strategy that Details the Intermediate Outcomes or Milestones Required to Achieve the Longer-term Outcomes

Key Issues

- Transferring the logic model approach from the program level to the community level.
- Assembling the relevant knowledge, including research and practice, to structure the relationships in the logic model.
- Finding key leverage points beyond individual programs.
- Having criteria for establishing the linkages: identifying key relationships, sequencing outcomes.
- Focusing and identifying a manageable scope.
- Keeping the logic model comprehensive but simple and actionable.
- Mapping existing capacity, actions/efforts, resources/assets, and context.

Challenge:
Creating an Action Plan:
Who Will Do What with Whom by When to Implement the Strategy?

(insufficient time during meeting to identify key issues)

Challenge:
Identifying Indicators of Success: What Will Tell Us How We're Doing?

Key Issues

- Selecting valid indicators (just the right number) that are correlated to outcomes, intervention and longer-term outcomes.
- Choosing indicators most relevant to what we want to achieve.
- Selecting indicators that are understandable and convincing to the public/donors.
- Selecting indicators that have data available or are measurable at a reasonable cost.
- Gaining agreement on whose success we are measuring.
- Being able to compromise when an ideal indicator is not available and move ahead anyway.

Challenge:
Measuring Outcome Indicators: How Do We Get the Data?

Key Issues

- Finding measures of intermediate steps toward longer-term outcomes (e.g., community-wide data on skills and knowledge, positive aspirations of youth).
- Obtaining data: expensive, major effort, not routinely collected. We won't measure every year. What do we say in non-data collection years?
- Developing a convincing story as the results emerge until we have real/anticipated results.
- Sustaining interest. We can't wait until we get it perfect.
- Leveraging the fact that people are willing to pay for data.
- Communicating United Way's role in community outcomes: Can United Way reasonably be held accountable? What does United Way do to impact these community indicators?

Challenge:
Linking Program Outcomes to Neighborhood-, System-, or Community-level Outcomes

Key Issues

- Recognizing that the factors that will improve most community-level outcomes are complex and multiple; we cannot rely just on programs.
- Valuing equally all outcomes (short-term and long-term) that contribute to the community outcome.
- Finding/prompting quality, accessible research that validates linkages.
- Improving program/agency coordination.
- Using outcome information in funding: If we are using program information to improve programs (vs. to achieve "good" outcomes), how can we make the leap to claiming community impact?
- Deciding whether to shift resources among programs (political will).

APPENDIX 10:

Four Stages of Evaluation

[SOURCE: Nancy J. Thompson and Helen O. McClintock, *Demonstrating Your Program's Worth: A Primer on Evaluation for Programs to Prevent Unintentional Injury* (Atlanta: National Center for Injury Prevention and Control, 1998), Figure 4.]

Evaluation at a Glance

Stage 1: Formative Evaluation

When to use:

- During the development of a new program.
- When an existing program 1) is being modified; 2) has problems with no obvious solutions, or 3) is being used in a new setting, with a new population, or to target a new problem or behavior.

What it shows:

- Whether proposed messages are likely to reach, to be understood by, and to be accepted by the people you are trying to serve (e.g., shows strengths and weaknesses of proposed written materials).
- How people in the target population get information (e.g., which newspapers they read or radio stations they listen to).
- Whom the target population respects as a spokesperson (e.g., a sports celebrity or the local preacher).
- Details that program developers may have overlooked about materials, strategies, or mechanisms for distributing information (e.g., that the target population has difficulty reaching the location where training classes are held).

Why it is useful:

- Allows programs to make revisions before the full effort begins.
- Maximizes the likelihood that the program will succeed.

Stage 2: Process Evaluation

When to use:

- As soon as the program begins operation.

What it shows:

- How well a program is working (e.g., how many people are participating in the program and how many people are not).

Why it is useful:

- Identifies *early* any problems that occur in reaching the target population.
- Allows programs to evaluate how well their plans, procedures, activities, and materials are working and to make adjustments before logistical or administrative weaknesses become entrenched.

Stage 3: Impact Evaluation

When to use:

- After the program has made contact with at least one person or one group of people in the target population.

What it shows:

- The degree to which a program is meeting its intermediate goals (e.g., how awareness about the value of bicycle helmets has changed among program participants).
- Changes in the target population's knowledge, attitudes, and beliefs.

Why it is useful:

- Allows management to modify materials or move resources from a nonproductive to a productive area of the program.
- Tells programs whether they are moving toward achieving these goals.

Stage 4: Outcome Evaluation

When to use:

- *For ongoing programs (e.g., safety classes offered each year):* at appropriate intervals
- *For one-time programs (e.g., a 6-month program to distribute car seats):* when program is complete.

What it shows:

- The degree to which the program has met its ultimate goals (e.g., how much a smoke detector program has reduced injury and death due to house fires).

Why it is useful:

- Allows programs to learn from their successes and failures and to incorporate what they have learned into their next project.
- Provides evidence of success for use in future requests for funding.

Figure 4

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APPENDIX 11:

Barriers and Opportunities
for Reporting and Evaluation of a Mentor Initiative-A Concept Paper

[Dan Kelly, *Establishing a State Mentor Initiative,* Prepared under contract from the California Department of Alcohol and Drug Programs (Folsom, California: EMT Group, Inc., 1997), Sect. 8, pp. 1-6.]

Barriers and Opportunities for Reporting and Evaluation of a Mentor Initiative - A Concept Paper.

Background: Mentoring as a Prevention Strategy for High-Risk Youth.

In the past few years, the concept of mentoring has gained widespread appeal nationally and statewide as a strategy to address some of the most complex social problems faced by society's youth, particularly teen pregnancy, alcohol and drug use, gang violence, and academic failure. Mentoring can be defined as "....a one-to-one relationship between a pair of unrelated individuals, usually of different ages, and is developmental in nature....usually an older, more experienced person who seeks to further the development and character and competence in a younger person".[1] Mentoring has appeal as a prevention strategy because there is a strong link with the core of resiliency efforts: the perpetuation of conditions or situations that can impact or reverse potentially negative outcomes for youth in risky situations.[2] In the case of mentoring, the resilient factor existing is primarily the development and sustenance of a caring relationship between an adult and young person. This relationship is cited as the critical element in successful mentor programs and has been supported by mentoring research conducted by Public/Private Ventures (P/PV) [3] and the Commonwealth Fund. [4] Equally encouraging is the strong interest among businesses to engage their large volunteer resources as mentors to young people.

The combination of a strong theoretical base and a potentially plentiful supply of adult mentors provides a sound rationale for expanding public and private support of mentoring efforts. Additionally, given that mentoring relies primarily on volunteers, it is extremely cost-effective in these times of diminishing public resources. The expansion and enhancement of mentor programs statewide should be the first phase of a state Mentor Initiative.

Aside from the challenge of the vast nature of this effort is also the complexity: there are several models of mentor programs included in the effort, ranging from school-based programs with a tutoring focus, to more intense, long term mentor efforts for incarcerated youth. Mentoring is to be encouraged in several venues throughout the state, from the mandate of each state department being required to establish a mentor program for its employees, to funding for the support of local mentor programs through grant processes. This diversity of focus and breadth of scope provides unique challenges for documenting the success of a mentor initiative effort. As support for mentoring increases, the next challenges will be the support of mentor relationships and ultimately, documentation and outcome evaluation to demonstrate effectiveness.

The explicit goals of the a Mentor Initiative contained in a state Executive Order can be broadly conceptualized as the expansion of mentor programs statewide---to provide "mentoring on demand", to develop and sustain mentoring relationships with the assistance of incentives, and to demonstrate that "mentoring works" through state-of-the art evaluation processes and systems. This paper will outline the current elements of a state Mentor Initiative, identify current efforts in reporting and evaluation, and outline proposed plans for future efforts. Areas are also identified

where assistance is needed in this evaluation process, and opportunities are proposed for others to become involved in this effort.

I. Expansion/Enhancement of Statewide Mentor Program Services.

Identifying the success of the expansion of mentoring services will be achieved through the tracking of quantitative outputs through the different elements of the state Mentor Initiative. The elements that comprise a Mentor Initiative can be broadly defined as:

a) State employee mentor recruitment programs;
b) State funding for local mentor programs;
c) Resources generated by private industry through the state Mentor Council, and;
d) Local mentor programs efforts not participating in funded efforts.

Although each of these elements contributes to the effort in a distinct way, and therefore contains different objectives, we anticipate a common link in the collection of quantitative outputs. Information on the number of mentees, number of mentor matches, and the number of mentor hours consumed will be obtained and provide data on the progress in achieving the goal of _____ new mentors by the year _____. Table I displays the elements with the different evaluation types that each element provides.

A. State Employee Mentor Recruitment Programs.

A critical component of the Mentor Initiative effort is embodied in the efforts of state departments that have their own mentor programs, or are planning to implement a program. Several departments already will have mentor programs in place when the Mentor Initiative is developed, and it is likely that the Governor's Office will direct all state departments to develop their own mentor program for department staff and will request participation by all constitutional agencies such as [Department] and the [Department]. Departments should then be surveyed as to the status of their efforts. Responses will be received, and once entered into a database, will provide baseline aggregate information on the level of the state employee recruitment effort. Departments will appoint a "mentor coordinator" who will be responsible for developing and implementing the department's mentor program. Departments may develop their own internal mentor program, or may utilize local mentor programs already in existence to refer employees that are interested in becoming mentors. Each department is expected to recruit 10% of their staff to become mentors. Departments have written "Action Plans" identifying their goals and plans for implementation of this part of the effort, and submitted them to the Governor's Office by [date]. Analysis of the plans will commence in [date]. Quarterly progress reports will be obtained from each Department to document progress in achieving their specific goals and objectives, with a comprehensive analysis to be prepared annually by the state Mentor Resource Center (MRC).

B. State Funding for Local Mentor Programs.

By a specified date, the Mentor Initiative will provide a total of [amount] million dollars for support of local mentoring efforts through four state departments: [list designated Departments]. All of these departments have developed comparable quantitative outputs (number of mentees, number of mentors, and number of mentor hours), and representatives from each Department are meeting to assure alignment of reporting elements. Additionally, some of these Departments will also explore some form of an outcomes-based approach with respect to their programs' evaluation. One may be including an interrelated systemic based outcome approach, another may emphasize achievement outcomes related to academic performance, and another may anticipate the inclusion of alcohol and drug indicator information in its reporting process. One might be in the process of developing their Requests for Proposals, and will not commit to an outcomes approach at this time.

C. Resources Generated Through Private Sector Efforts.

The private sector contribution to the mentor effort is embodied by the state Mentor Council . The Mentor Council will be formed soon after the establishment of the Mentor Initiative and is comprised of representatives from the business and entertainment industries as well as local mentor programs and public agencies. The purpose of this council is to expand mentor programs and support resources throughout the state, to increase public awareness about mentoring, and to identify alternative funding options for programs. The Mentor Council also strives to encourage businesses to develop mentor programs and Council members are charged with encouraging mentoring in their respective areas of influence. At a future point, the Mentor Council will identify which elements or processes will be available to document its efforts.

D. Local Mentor Programs.

Local mentor programs exist in many forms throughout the state. A Department's Mentor Program Directory will identify approximately [number] programs statewide through its survey process, including those funded by the Mentor Initiative and those already existence and supported through other funding processes. The Mentor Program Directory is maintained through a database which allows for descriptive data on all programs included in the directory. At this time,[Department] has not identified how it will monitor quantitative outputs for local programs that are not funded through the Mentor Initiative.

II. Incentives for Sustenance of Mentoring.

Another significant factor in the Mentor Initiative effort is sustaining the effort by providing support to the mentoring relationship itself as well as the programs that provide mentoring services. State employees are granted administrative time off which they match with their own

time to become mentors. Mentees may be provided lunches or field trips as part of program participation. Although many mentors become involved for altruistic reasons, and many mentees may be mandated to mentor programs, we also envision an incentive system for participants which would allow for documentation of mentor and mentee utilization and participation. Participants would have a unique identifier code which could be scanned off a card when services are provided or utilization of retail or entertainment activities occurred. The following are examples of incentives that could be provided as part of an overall system:

- *Mentee incentives*: Mentees participating in a mentor program could receive discounts for retail and entertainment (clothing, music, movies, etc), special clothing or other identifiers with "Club Mentor" or other logo, and attendance at special events such as the baseball game "Mentor Appreciation Day."

- *Mentor incentives*: Mentors participating in mentor programs could receive time off for participation. Businesses could offer a comparable program for their employees. Mentor participants could also be eligible to receive discounts on merchandise like the items available for mentees.

- *Program incentives*: Mentor programs could be encouraged to participate in reporting and evaluation processes by providing computer equipment and software which could assist be in the reporting process, but could also be utilized for other MIS purposes and could be kept by the program. Programs could also receive technical assistance and training for their staff.

III. Outcome Evaluation.

An important goal of the Mentor Initiative will be demonstrating that mentoring works and it represents sound public policy. Ideally, we would like to be able to demonstrate that mentoring works in decreasing various social problems among high-risk youth, and additionally, is cost effective and beneficial to businesses and the community as well. The vehicle to obtaining such information is an outcome study.

A Department will pursue a process through which it can obtain models for the outcome evaluation. An RFP for methodological design options as a first step for the outcome evaluation should be reviewed. The following are examples of information that would be collected from such an outcome study:

- number, size, and types of mentor programs providing services;
- demographic information on both mentors and mentees;
- status of mentees in relationship to the four social problems listed above;
- relationship between demographics and outcomes;
- the relationship among outcomes;
- risk factors of mentees, both historically and currently, and specific mentoring intervention

components;

- attitude and behavioral changes related to mentoring episodes;
- change of mentees' improvement over time, compared to a control group and to individual risk factors.

IV. Limitations and Opportunities.

A Mentor Initiative is the most ambitious statewide effort to expand and enhance mentoring services. The Mentor Initiative has the support of the Governor's Office as well as private industry through the Mentor Council. Although many aspects of an evaluation and reporting system are being implemented, we still face several challenges in documenting progress towards achieving the goal of [number] new mentors, in providing incentives which help sustain mentoring relationships, and documenting the success of the overall effort. These challenges are outlined below, along with recommendations for meeting them.

1. **Comprehensive Documentation of Quantitative Outputs.**

A state may currently have the ability to quantify output information for state employee recruitment efforts and for the some aspects of the state funded local mentor programs. However, a state may not have the ability or resources to track comparable information for local programs that are NOT funded from the Mentor Initiative, or that are embodied by private sector efforts, and although several of the Mentor Initiative funded program efforts have computer access locally, a Department's programs may not have universal computer access. Inconsistent and non-comprehensive quantification of these outputs could lead to inaccuracy in reporting and duplicative data counts.

Recommendations:

1. Provide all local mentor programs with equipment and software for reporting outputs. Provide technical support in the form of training and TA to local program staff.

2. Develop a comprehensive integrated MIS that weaves together all the salient reporting and evaluation components of the Mentor Initiative.

1

2. Support for a Comprehensive Incentives Tracking System.

Currently, efforts to provide support and recognition for sustaining mentor efforts is somewhat fragmented. Providing access to incentives such as though outlined above would not only involve businesses in the effort, but would reward mentees and mentors

for their efforts. Additionally, developing a unique identifier for each mentor and mentee would enable us to track which incentives are most utilized and therefore most effective.

Recommendation: Provide assistance from technical experts in the field of software application and networking for the development of a design model. Obtain commitments from the private sector to assist in piloting a model which would assess utilization of incentives.

3. **Support for a Research-Based Outcomes Study.**

Although we are laying the groundwork for a research-based outcomes study through the FSR, we do not have the funding to conduct a large scale outcome study. Documentation of the success of this effort is critical, and given the diversity of the programs involved, along with the large scale of the effort, would require a sophisticated, reputable firm to undertake this effort. We anticipate that the evaluation would explore the impact of the Mentor Initiative on decreasing the following social problems: teen pregnancies, alcohol and drug use among youth, youth violence, and academic failure, and be able to confidently capture impacts from diverse sources.

Recommendation: Obtain private support for funding a large scale outcome study to be conducted by a reputable research and evaluation entity (firm or university).

APPENDIX 12:

Parent/Guardian Report on Mentor-Youth Matching

[Big Brothers Big Sisters of America, "Parent/Guardian Report on the Match," leaflet/questionnaire (N.p.: 1998). Please note that Big Brothers Big Sisters of America holds the copyright to this evaluation form and that only not-for-profit organizations may reproduce it, provided they acknowledge that Big Brothers Big Sisters of America is the corporate author.]

BIG BROTHERS BIG SISTERS OF AMERICA™

PARENT/GUARDIAN REPORT ON THE MATCH

Parent's Name: _____ Match ID: _____

Date: _____

INSTRUCTIONS:

This form is used to report changes you have observed in your son or daughter since being matched.

The following definitions are offered to clarify the items on the reverse side of this form. Note that these items are somewhat general. You're encouraged to report on your own specific observations within the general meaning of these definitions. Any questions should be referred to your case manager. If you feel you cannot report change for an item, it's okay to mark "Don't Know."

GOAL AREA #1: CONFIDENCE

1) Self confidence - *A sense of being able to do or accomplish something.*
2) Able to express feelings - *Is able to reveal, talk about, or discuss feelings.*
3) Can make decisions - *Thinks before acting and is aware of consequences of behavior.*
4) Has interests or hobbies - *Pursues activities such as reading, sports, music, computers, etc.*
5) Personal hygiene, appearance - *Dresses appropriately and keeps self neat and clean.*
6) Sense of the future - *Knows about educational and career opportunities.*

GOAL AREA #2: COMPETENCE

7) Attitude toward school - *Is positive about going to school and about what can be learned in school.*
8) Uses school resources - *Uses the library, guidance counselors, tutorial centers.*
9) Uses community resources - *Partakes in service activities, libraries, recreation, church/other faith-based activities.*
10) School performance - *Makes good grades or improves grades.*
11) Able to avoid delinquency - *Refrains from behaviors that are illegal for person of his or her age.*
12) Able to avoid substance abuse - *Doesn't use illegal or harmful substances (e.g., drugs, alcohol, tobacco).*
13) Able to avoid early parenting - *Doesn't engage in sexual behavior likely to result in early parenting.*

GOAL AREA #3: CARING

14) Shows trust toward you - *Isn't reluctant to confide in you, to accept your suggestions.*
15) Respects other cultures - *Doesn't stereotype or put down other ethnic, racial, language, or national groups.*
16) Relationship with family - *Interacts well with other family members.*
17) Relationship with peers - *Interacts well with persons of own age.*
18) Relationship with other adults - *Has good interactions with other adults who are not family members.*

Continued On Other Side

Big Brothers Big Sisters of America

PARENT/GUARDIAN REPORT ON THE MATCH

How would you describe any changes in the following areas ***over the past _____ months?***

	Much Better	A Little Better	No Change	A Little Worse	Much Worse	Don't Know	Not A Problem
CONFIDENCE							
1) Self-confidence							
2) Able to express feelings							
3) Can make decisions							
4) Has interests or hobbies							
5) Personal hygiene, appearance							
6) Sense of the future							
COMPETENCE							
7) Attitude toward school							
8) Uses school resources							
9) Uses community resources							
10) School performance							
11) Able to avoid delinquency							
12) Able to avoid substance abuse							
13) Able to avoid early parenting							
CARING							
14) Shows trust toward you							
15) Respects other cultures							
16) Relationship with family							
17) Relationship with peers							
18) Relationship with other adults							

Comments:

BEST COPY AVAILABLE

Thank you!

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Mentoring and Mentoring-Related Issues:
Suggested Books, Book Chapters, Articles & Reports

The previous discussion is only a beginning. The literature on mentoring is vast. What follows is a list of recommended readings selected from that literature. These readings are listed here with the intention of being useful to four groups of people. These are as follows: 1) executives of mentoring programs, 2) trainers, 3) visioning facilitators and 4) mentors.

References, listed alphabetically by the individual or corporate author's name below, include sources quoted or summarize above in the body of this issues paper or in the appendixes. However, these references also include suggested books, videos, book chapters, articles, pamphlets and reports on mentoring and evaluating mentoring programs. Most titles cited in the section below may be found in the Social Sciences or Hawaiiana collections of the University of Hawai'i at Manoa Library. Those collections are on the second and fifth floors of Hamilton Library, respectively. Some of the very recent periodical articles will be found in the first-floor Periodical Reading Room.

In other cases, the full text of articles cited below are available either on the Expanded Academic Index (easily accessed through the UH-Manoa's online UHCARL catalog) or on the World Wide Web. In the latter case, the Uniform Resource Locator (or URL) is included as part of the citation. Finally, one video may be obtained from the Hawai'i Mentoring Inventory. That item is indicated as such.

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To arrange for a viewing of this videotape, call the Hawai'i Mentoring Inventory (808 956-4784) or the Hawai'i Research Center for Futures Studies (808 956-2888).

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